

Mark Twain Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/22/2020	CIWP Team	CIWP Team and SEF Survey
01/31/2020	All Staff (Teachers and Paraprofessionals)	CIWP SEF Subcategory Root Cause Analysis
02/05/2020	Grade Level Teams	CIWP SEF Subcategory Root Cause Analysis
02/12/2020	CIWP Team	CIWP SEF Subcategory Root Cause Analysis and Areas of Critical Need
02/19/2020	CIWP	CIWP SEF Subcategory Root Cause Analysis and Areas of Critical Need; Goals
03/04/2020	CIWP Team	CIWP SEF Root Cause Analysis and Drafting Theory of Actions
03/26/2020	CIWP Team - virtual	CIWP Theory of Action Statement and Drafting of Action Steps
04/13/2020	CIWP Team; Jessica Gutowski; Tina Paduck - virtual	CIWP Theory of Action Statement Draft Feedback
04/16/2020	CIWP Team - virtual	CIWP Theory of Action Statement
04/27/2020	CIWP Team - virtual	Network Feedback on CIWP; Review drafts and prepare action steps
05/05/2020	CIWP Priority Teams - virtual	CIWP Action Steps for each priority (separate meetings)
05/06/2020	CIWP Team - virtual	CIWP review and finalize action steps

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

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
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 4 - Instruction
 - 4 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
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 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:**
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 3 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
 - 3 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**

- 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 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)
 - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 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)
 - 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
 - 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)
 - 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 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)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community

- 2 Take informed action where they work together to propose and advocate for solutions
- 2 Experience a schoolwide civics culture
- **Evidence:**
- 3 - Physical and Emotional Safety
 - 4 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)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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:**
- 3 - 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
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 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
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	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	Supportive Environment on the 5Essentials
Root Cause 1	Lack of clarity in schoolwide vision of student behavior expectations and inconsistent implementation of restorative practices
Area of Critical Need 1	Access growth in English Learners

Root Cause 2	Lack of common planning time with resource teachers and general education teachers
Area of Critical Need 3	Literacy and Math attainment in 2nd
Root Cause 3	Loss of additional resource support personnel in primary grades where direct and consistent Tier 2 and Tier 3 interventions and supports were provided

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS English learners are not showing sufficient growth	EL		25.00	28.00
SQRP: National School Growth Percentile - Math (Grades 3-8) English and diverse learners are not showing sufficient growth	EL		55.00	60.00
	Students with IEPs		60.00	65.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) English and diverse learners are not showing sufficient growth	EL		50.00	55.00
	Students with IEPs		84.00	85.00
SQRP: National School Attainment Percentile - Math (Grade 2) Not all students are performing above the national norms for 2nd grade	Overall		60.00	65.00
SQRP: National School Attainment Percentile - Reading (Grade 2)	Overall		70.00	75.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Not all students are performing above the national norms for 2nd grade				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Supportive Environment				4.00	4.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Attendance Decline in attendance	95.60	96.00		96.00	96.00

Strategies

Strategy 1

If we do...	Support teachers through year-long professional development, peer observations, and peer support among all staff members that ensures rigorous instruction which will allow opportunities of engagement in literacy and math for all learners
Then we see...	more collaboration among all teachers as they engage in shared learning through a cycle of professional inquiry as well as strengthened and shared teaching practices which support all learners
which leads to...	improved student performance and growth demonstrated on NWEA (English Learners Math Growth 39% to 60%; English Learners Reading Growth 46% to 55%; Diverse Learners Math Growth 55% to 65%; Diverse Learners Reading Growth 83% to 85%) and ACCESS (23.7% to 28%)
Budget Description	Funds set aside to cover Professional Development and teacher collaboration

<p>Tags</p>	<p>Structure for Continuous Improvement, CIDL: Curriculum, CIDL: Digital Learning, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality, OLCE, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) Annual analysis of ACCESS data to identify areas of success and areas of instructional focus. Professional learning with areas of instructional focus on English language acquisition and proficiency.</p> <p>Tags:Structure for Continuous Improvement, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, OLCE</p> <p>• (Not started) Analysis of WIDA standards and Can-Do Descriptors for alignment in content area planning and best practice implementation for instruction across the content areas. (SY21 BOY PD; SY21 & SY22 Grade Level meetings)</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OLCE, Teacher Leader Development & Innovation: Teacher Teams</p> <p>• (Not started) Professional development on effective strategies and best practices for co-teaching in an inclusive classroom setting.</p> <p>Tags:Structure for Continuous Improvement, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum</p> <p>• (Not started) Weekly common planning and collaboration time for general education teachers and learning behavior specialists to review and modify classroom learning tasks and assessments to ensure proper accommodations and differentiation according to individual education plans.</p> <p>Tags:CIDL: Curriculum, CIDL: Digital Learning, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum</p> <p>• (Not started) Develop a survey to identify areas of need for professional learning along with peer observation opportunity. (Survey administered at the EOY for SY20 and SY21 to plan professional learning and peer observation schedule for SY21 and SY22)</p> <p>Tags:Structure for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams</p> <p>• (Not started) Quarterly common planning and collaboration time (end of quarter school improvement days for SY21 and SY22) for gradebands and content area</p>

	<p>departments to engage in data inquiry cycles and professional learning (based on survey results for staff identified areas of need).</p> <p>Tags:Structure for Continuous Improvement, CIDL: Curriculum, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Professional learning and planning for digital learning, including but not limited to guiding teachers in the process of establishing digital learning environments (Google Suite, Go Math, Wonders, RazKids, Edgenuity, Imagine Learning). <p>Tags:Structure for Continuous Improvement, CIDL: Curriculum, CIDL: Digital Learning, Literacy: Key Practice #5-Creating Content in a Digital Environment</p>
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Strategy 2

If we do...	Provide professional development and teacher collaboration time to unpack science and social science standards; teacher teams will be able to develop grade level pacing guides aligned to NGSS and IL Social Science Standards
Then we see...	consistent development of standards aligned curricular units and cohesive instructional practices across grade levels within science and social science content areas
which leads to...	Students in grades kindergarten through 8th grade demonstrating mastery of standards in science and social science content areas as well as improved performance and growth on ACCESS (23.7% to 28%) and NWEA (English Learners Reading Growth 46% to 55%; Diverse Learners Reading Growth 83% to 85%)
Budget Description	Funds set aside for Professional Development and teacher collaboration; Instructional materials for science and social science
Tags	ODLSS: Instructional Quality, OLCE, Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Teacher Teams, SSCE: Inclusive Systems Structures
Action steps	<ul style="list-style-type: none"> (Not started) Review and unpack the NGSS science standards in grade level teams with the support of the Twain Science Team. <p>Tags:ODLSS: Instructional Quality, OLCE, Science: Curriculum, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Review science resources available on CPS Knowledge Center and utilize the CPS Scope and Sequence to develop the grade level pacing guides. <p>Tags:ODLSS: Instructional Quality, OLCE, Science: Curriculum, Teacher Leader Development & Innovation: Teacher Teams</p>

- (Not started) Professional development facilitated by Twain Science Team for grade level teams to collaborate and develop NGSS science standards-aligned curricular units of study. (School Improvement Days for SY21)

Tags:ODLSS: Instructional Quality, OLCE, Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Grade level partners collaborate to develop cohesive science inquiry-based instructional practices across the grade levels. (School Improvement Days SY21)

Tags:ODLSS: Instructional Quality, OLCE, Science: Curriculum, Science: Equitable Access, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Professional development for grade level partners and collaboration time to develop common science assessments including the Checkpoint Assessment Tool. (School Improvement Days SY21)

Tags:ODLSS: Instructional Quality, OLCE, Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Professional development for grade level partners and collaboration time to share, review, and analyze student science work products to reflect on impact of instruction and adjust instructional practice. (School Improvement Days SY21)

Tags:ODLSS: Instructional Quality, OLCE, Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Review and unpack the IL Social Science Standards in grade level teams with the support of the Twain Social Science Team.

Tags:ODLSS: Instructional Quality, OLCE, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Review Social Science resources available on the CPS Knowledge Center and utilize the ISBE Social Science Implementation Starter Kit to develop the grade level pacing guides.

Tags:ODLSS: Instructional Quality, OLCE, Teacher Leader Development & Innovation: Teacher Teams, SSCE: Inclusive Systems Structures

	<ul style="list-style-type: none"> • (Not started) Professional development facilitated by Twain Social Science Team for grade level teams to collaborate and develop IL Social Science Standards-aligned curricular units of study. (School Improvement Days for SY22) <p>Tags:ODLSS: Instructional Quality, OLCE, Teacher Leader Development & Innovation: Teacher Teams, SSCE: Inclusive Systems Structures</p> <ul style="list-style-type: none"> • (Not started) Grade level partners collaborate to develop cohesive social science inquiry-based instructional practices across grade levels. (School Improvement Days for SY22) <p>Tags:ODLSS: Instructional Quality, OLCE, Teacher Leader Development & Innovation: Teacher Teams, SSCE: Inclusive Systems Structures</p> <ul style="list-style-type: none"> • (Not started) Professional development for grade level partners and collaboration time to develop common social science assessments including use of the Checkpoint Assessment Tool. (School Improvement Days SY22) <p>Tags:ODLSS: Instructional Quality, OLCE, Teacher Leader Development & Innovation: Teacher Teams, SSCE: Inclusive Systems Structures</p> <ul style="list-style-type: none"> • (Not started) Professional development for grade level partners and collaboration time to share, review, and analyze student social science work products to reflect on impact of instruction and adjust instructional practice. (School Improvement Days SY22) <p>Tags:ODLSS: Instructional Quality, OLCE, Teacher Leader Development & Innovation: Teacher Teams, SSCE: Inclusive Systems Structures</p>
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Strategy 3

If we do...	Develop a scaffolded behavioral matrix within each grade band using consistent systems, structures, and restorative disciplinary practices
Then we see...	increased student productivity through positive student/student and teacher/student relationships which will in turn positively impact school-wide culture where students view themselves as integral members of Twain's school community
which leads to...	consistent implementation of restorative disciplinary practices based on the behavior matrix and moving the 5Essentials Supportive Environment rating from Neutral to Strong
Budget Description	Funds set aside for Professional Development and teacher collaboration and positive behavior incentives
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: Teacher Teams

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Expand the student voice committee to ensure equity and diverse representation in grades 3 through 8. <p>Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Revise quarterly student culture/climate survey to align with 5 Essentials Supportive Environment component for students in grades 3 through 8. <p>Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Engage students, grade 3 through 8, in a quarterly culture/climate survey aligned with 5 Essentials Supportive Environment component in order to track impact of restorative practices and equitable approaches to discipline. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Professional development on restorative practices provided to assist in the development of a scaffolded behavioral matrix which adheres to CPS Code of Conduct guidelines and SEL Learning Standards. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Engage grade band teams in developing common grade band behavioral expectations aligned with restorative practices and include planned incentives to recognize positive behavior outcomes. (SY21 BOY PD and quarterly grade level meeting) <p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) All instructional staff will explicitly teach expected behaviors within each grade band and positively reinforce consistently school-wide. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Monitor fidelity of grade band implementation of behavioral matrix and effectiveness of positive behavior incentives based on data from quarterly culture/climate survey and behavioral referral forms.
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	<p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Employ a menu of interventions and restorative processes, including reparation opportunities for students, across multiple tiers of support in response to behavioral incidents. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: Teacher Teams</p>
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Action Plan

Strategy 1

Annual analysis of ACCESS data to identify areas of success and areas of instructional focus. Professional learning with areas of instructional focus on English language acquisition and proficiency.

Jul 01, 2020 to Jun 30, 2022 - ELPT, Bilingual and ESL Teachers, ILT, Admin

Analysis of WIDA standards and Can-Do Descriptors for alignment in content area planning and best practice implementation for instruction across the content areas. (SY21 BOY PD; SY21 & SY22 Grade Level meetings)

Sep 01, 2020 to Jun 17, 2022 - ELPT, OLCE Representative, Admin, All Staff

Professional development on effective strategies and best practices for co-teaching in an inclusive classroom setting.

Sep 01, 2020 to Jun 30, 2021 - ODLSS, All Staff with a focus on 6th-8th grade teachers

Weekly common planning and collaboration time for general education teachers and learning behavior specialists to review and modify classroom learning tasks and assessments to ensure proper accommodations and differentiation according to individual education plans.

Sep 01, 2020 to Jun 30, 2022 - All Staff

Develop a survey to identify areas of need for professional learning along with peer observation opportunity. (Survey administered at the EOY for SY20 and SY21 to plan professional learning and peer observation schedule for SY21 and SY22)

Jun 01, 2020 to Jun 30, 2022 - PPLC, All Staff

Quarterly common planning and collaboration time (end of quarter school improvement days for SY21 and SY22) for gradebands and content area departments to engage in data inquiry cycles and professional learning (based on survey results for staff identified areas of need).

Nov 06, 2020 to Apr 30, 2022 - PPLC, All Staff

Professional learning and planning for digital learning, including but not limited to guiding teachers in the process of establishing digital learning environments (Google Suite, Go Math, Wonders, RazKids, Edgenuity, Imagine Learning).

Sep 01, 2020 to Jun 30, 2022 - All Staff

Strategy 2

Review and unpack the NGSS science standards in grade level teams with the support of the Twain Science Team.

Sep 01, 2020 to Nov 06, 2020 - Grade level team teachers; EL teachers, DL teachers, science teachers; Twain Science Team

Review science resources available on CPS Knowledge Center and utilize the CPS Scope and Sequence to develop the grade level pacing guides.

Sep 01, 2020 to Nov 06, 2020 - Grade level team teachers; EL teachers, DL teachers, science teachers; Twain Science Team

Professional development facilitated by Twain Science Team for grade level teams to collaborate and develop NGSS science standards-aligned curricular units of study. (School Improvement Days for SY21)

Nov 06, 2020 to Jun 23, 2021 - Grade level team teachers; EL teachers, DL teachers, science teachers; Twain Science Team

Grade level partners collaborate to develop cohesive science inquiry-based instructional practices across the grade levels. (School Improvement Days SY21)

Feb 05, 2021 to Jun 23, 2021 - All science teachers: K & 1st, 2nd & 3rd, 4th & 5th, 6th-8th; Twain Science Team

Professional development for grade level partners and collaboration time to develop common science assessments including the Checkpoint Assessment Tool. (School Improvement Days SY21)

Feb 05, 2021 to Jun 23, 2021 - All science teachers: K & 1st, 2nd & 3rd, 4th & 5th, 6th-8th; Twain Science Team

Professional development for grade level partners and collaboration time to share, review, and analyze student science work products to reflect on impact of instruction and adjust instructional practice. (School Improvement Days SY21)

Feb 05, 2021 to Jun 23, 2021 - All science teachers: K & 1st, 2nd & 3rd, 4th & 5th, 6th-8th; Twain Science Team

Review Social Science resources available on the CPS Knowledge Center and utilize the ISBE Social Science Implementation Starter Kit to develop the grade level pacing guides.

Aug 30, 2021 to Nov 05, 2021 - Grade level team teachers; EL teachers; DL teachers; Social Science teachers; Twain Social Science Team

Professional development facilitated by Twain Social Science Team for grade level teams to collaborate and develop IL Social Science Standards-aligned curricular units of study. (School Improvement Days for SY22)

Nov 05, 2021 to Jun 24, 2022 - Grade level team teachers; EL teachers; DL teachers; Social Science teachers; Twain Social Science Team

Grade level partners collaborate to develop cohesive social science inquiry-based instructional practices across grade levels. (School Improvement Days for SY22)

Feb 04, 2022 to Jun 24, 2022 - All social science teachers: K & 1st, 2nd & 3rd, 4th & 5th, 6th-8th; Twain Social Science Team

Professional development for grade level partners and collaboration time to develop common social science assessments including use of the Checkpoint Assessment Tool. (School Improvement Days SY22)

Feb 04, 2022 to Jun 24, 2022 - All social science teachers: K & 1st, 2nd & 3rd, 4th & 5th, 6th-8th; Twain Social Science Team

Professional development for grade level partners and collaboration time to share, review, and analyze student social science work products to reflect on impact of instruction and adjust instructional practice. (School Improvement Days SY22)

Feb 04, 2022 to Jun 24, 2022 - All social science teachers: K & 1st, 2nd & 3rd, 4th & 5th, 6th-8th; Twain Social Science Team

Review and unpack the IL Social Science Standards in grade level teams with the support of the Twain Social Science Team.

Aug 30, 2021 to Nov 05, 2021 - Grade level team teachers; EL teachers; DL teachers; Social Science teachers; Twain Social Science Team

Strategy 3

Expand the student voice committee to ensure equity and diverse representation in grades 3 through 8.

Aug 31, 2020 to Oct 30, 2020 - Supportive and Equitable Approaches to Discipline Team (SEAD), PPLC, SEL, EL Representative, DL Representative, Gradeband Representative, Admin

Revise quarterly student culture/climate survey to align with 5 Essentials Supportive Environment component for students in grades 3 through 8.

Sep 01, 2020 to Oct 30, 2020 - Supportive and Equitable Approaches to Discipline Team (SEAD), PPLC, SEL, EL Representative, DL Representative, Gradeband Representative, Admin

Engage students, grade 3 through 8, in a quarterly culture/climate survey aligned with 5 Essentials Supportive Environment component in order to track impact of restorative practices and equitable approaches to discipline.

Nov 05, 2020 to Jun 17, 2022 - Teaching staff grades 3 through 8, SEAD, PPLC, SEL, EL Representative, DL Representative, Gradeband Representative

Professional development on restorative practices provided to assist in the development of a scaffolded behavioral matrix which adheres to CPS Code of Conduct guidelines and SEL Learning Standards.

Sep 01, 2020 to Oct 30, 2020 - All Staff, N10 SEL Representative

Engage grade band teams in developing common grade band behavioral expectations aligned with restorative practices and include planned incentives to recognize positive behavior outcomes. (SY21 BOY PD and quarterly grade level meeting)

Sep 01, 2020 to Jun 30, 2022 - All Staff

All instructional staff will explicitly teach expected behaviors within each grade band and positively reinforce consistently school-wide.

Oct 30, 2020 to Jun 30, 2022 - All Staff

Monitor fidelity of grade band implementation of behavioral matrix and effectiveness of positive behavior incentives based on data from quarterly culture/climate survey and behavioral referral forms.

Aug 31, 2020 to Jun 30, 2022 - Supportive and Equitable Approaches to Discipline Team (SEAD), PPLC, SEL, EL Representative, DL Representative, Gradeband Representative, Admin

Employ a menu of interventions and restorative processes, including reparation opportunities for students, across multiple tiers of support in response to behavioral incidents.

Aug 31, 2020 to Jun 30, 2022 - Supportive and Equitable Approaches to Discipline Team (SEAD), PPLC, SEL, EL Representative, DL Representative, Gradeband Representative, MTSS

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform

format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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

ESSA Schoolwide Program

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

Teachers, using available assessment data, work in grade level teams to develop weekly and quarterly plans for each content area. These plans include goals for instruction that are aligned with common core state standards and are reviewed across grade levels. Quarterly data analysis sessions along with five week on-track meetings will continue to guide instructional planning and progress monitoring to improve the achievement of all students.

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

Twain's goal is to provide both remedial and enrichment after school activities and programs to support and expand learning opportunities for students. We currently offer two sessions of after school academic intervention programming to support individual student growth. Twain also provides EL after school tutoring for EL students in grades two through eight. In addition to academic intervention, Twain provides the following enrichment opportunities: Book Clubs, Robotics Club, Coding Club, School Yearbook, Sports Skills and Drills, Cadet and Concert Bands, Dance Club, Art Club, Chess Club and Volleyball. Students who show interest and talent are encouraged to participate in a wide variety of district and community contests and competitions. In addition, the MTSS Team and teachers use the problem solving process when analyzing school-level, grade-level, and individual student data to inform Tier 1 instruction and Tier 2 & 3 academic supports.

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.

General education, special education, bilingual teachers and support staff work collaboratively to implement best practices for content area instruction. Collaboration of teacher teams in lesson planning, curriculum pacing and data analysis is an essential component in addressing academic equity. This opportunity for collaboration is supported by our current school schedule which allows common planning time at each grade level. Our on-going program of professional development provided by school staff and outside resources is focused on developing best practices aligned with Common Core State Standards, WIDA Standards, Illinois Social Science Standards and Next Generation Science Standards. The professional development plan is aligned with the CIWP and focuses on improving instructional practice and its positive impact on student learning.

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).

Support is provided before, after and during the school day for low achieving students or students who are at risk of not meeting academic achievement standards in a particular subject area. Before school: many teachers provide individual and small group tutoring as needed. Students are allowed to drop in if they need assistance with homework or current units of study. After school: This program is set up in collaboration with grade level teachers who help determine its focus based on the specific needs of the students attending. Students are provided with opportunities for additional guided practice and review of concepts not fully mastered. During the school day: Twain's Reading Specialist addresses the specific needs of primary students struggling to master concepts. This teacher works daily with small groups of students and on occasion provides whole class instruction to present a fresh approach to challenging concepts. Additionally, Twain has built in one hour of SEL instruction each week with the school counselor for all students in sixth, seventh and eighth grades. Along with a school-wide focus on supporting students' social and emotional health, Twain provides individual and small group SEL supports with the assistance of the behavioral health team.

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

Currently 100% of the teachers at Mark Twain School are highly qualified. When a position becomes available candidates are interviewed who demonstrate they have the necessary qualifications and certifications to meet this standard. Additionally, we work hard at maintaining the kind of teaching and learning environment that retains highly qualified teachers. Teachers' hard work is acknowledged, achievements are recognized and collaboration and input are valued and encouraged. While seven teachers have achieved National Board Certification, the majority of the other teachers have advanced degrees and consistently seek professional growth opportunities to stay aware of new strategies and best practices.

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.

Funds are allocated each year for ongoing professional development activities which focus on building teacher capacity in core curriculum areas and other areas of need as identified by the teachers. Consultants, CPS support personnel and teacher leaders will continue to be utilized to provide on-site PD on staff development days and throughout the school year. Teachers and staff will be encouraged to participate in Network and citywide professional development activities when appropriate. Teacher leaders will participate in CPS Summit activities. Time will also be made available during the school day for teachers to visit each other's classrooms to share strategies and try out new practices presented during PD sessions. Twain will continue engaging staff in data inquiry cycles to guide teachers' practice in reflection, analysis, and strategic instructional planning and implementation.

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

Parents are encouraged to be more involved in their child's learning through (1) grade level parent meetings, (2) organized councils (PAC-Parent Advisory Council, BAC-Bilingual Advisory Council and LSC-Local School Council, and (3) open communication with teacher via the assignment book, on-line communication tools, and Parent Portal. (1) Grade level parent meetings are held several times a year and provide parents with ideas, resources and techniques for supporting learning at home. (2) Our organized councils provide professional speakers or teacher leaders who address a variety of topics of interest to our parents. These councils also allow parents to gather together to receive information relevant to their child's education and to share ideas and concerns. The PAC supports a lending library which makes Read Aloud books available to our families. The PAC also supports an Adult ESL class that is held twice a week at

Twain. The class is free to parents and is focused on building family literacy skills. (3) Our assignment notebook is a required tool that helps the students stay organized and provides a means of parent /teacher communication as necessary. Twain staff members employ a variety of communication tools to keep parents up to date on what is happening at school. In September, Parent Portal letters and information are sent home to parents. All parents are strongly encouraged to establish an account for each of their students. Twain provides parents access to computers and printers to help them keep up to date on their student's progress. Hands-on support in establishing an account is available daily at Twain.

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.

Our preschool teacher, primary reading specialist and kindergarten teachers work together to ensure that parents are aware of expectations and goals for the students. Parent training sessions are held quarterly to share ideas and techniques for supporting learning at home. A Welcome to Kindergarten packet is provided to all new families to give parents and students an opportunity to understand and develop the readiness skills essential to success in 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.

Teachers are an integral part of the decision making in regards to the use of academic assessments. Assessments tell teachers what a student knows or needs to know or what a student is ready to learn. Grade level teams work collaboratively reviewing assessment data and planning next steps for instruction. Twain will continue to use NWEA Map, ACCESS, and Dibels/ TRC data to assess individual student growth. Twain will continue engaging staff in data inquiry cycles to guide teachers' practice in reflection, analysis, and strategic instructional planning and implementation. Additionally, Twain will encourage teachers and grade level teams to use the Check Point assessment system to develop standards aligned assessments.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Teachers and support staff work collaboratively to provide relevant, high quality, standards-aligned, differentiated Tier 1 instruction and identify students who are experiencing difficulty meeting expectations within Tier 1. Depending on the area of concern students may receive one or more of the following interventions: after-school programming, peer tutoring, daily time with reading specialist, before-school time with classroom teacher, support for learning at home, MTSS Tier 2 and 3 academic interventions, tracking and referral for special services as needed. Parents are made aware of these concerns through progress reports, parent conferences, telephone communications, and notes in the assignment book.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

The services and programs funded and supported by ESSA are available to all students and families school wide. Parents are made aware of these services and programs through the annual parent handbook, monthly calendar, quarterly school newsletter, and school website.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The initial Parent Advisory Council (PAC) meeting will be held during the first quarter of the 2020-2021 school year. Meeting notices will be posted in the school, in the newsletter, on the website and on the school calendar. All parents are encouraged to attend. At the initial 2020-2021 PAC meeting the principal will explain ESSA, Title I policy and review the parental and family engagement plan. Parents will be provided a copy of the Parent Compact in their native language(English, Polish , Spanish) and will be given an opportunity to review the compact and give suggestions for improvement. The goal of this process is to have a document that accurately depicts the roles and responsibilities staff, parents and students will take in helping students achieve their academic potential.

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

Twain's participation in ESSA and Title I programs will be explained to parents at the organizational meeting of the Parent Advisory Council (PAC) held during the first quarter. The meeting will be held at a time convenient for parents. During the organizational meeting PAC officers will be elected by the parents to represent the council for the school year. Parents and newly elected officers will select dates and times for subsequent parent involvement meetings for the 2020-2021 school year. Parents will be asked to provide suggestions on the types of programs and information that would be beneficial to them in supporting learning at home and in school. The schedule for parent involvement meetings and activities

will be posted in the school, on the website and placed on the calendar. All parents will be encouraged to participate in these opportunities. The projected date of the Title I Annual Meeting and the Title I PAC Organizational Meeting is October 1, 2020.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Twain encourages all parents to attend and participate in the LSC, BAC and PAC meetings . The schedule of meeting dates is posted in the school, on the website and is noted on the monthly calendar sent home with students. Parents are welcome to speak with their child?s teacher. Appointments can be made to meet with staff during prep time, before and after school, as the teacher?s schedule allows. The administration is available to address parent concerns, suggestions, and questions without appointment throughout the school day.

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

Parents will receive their child?s standardized test scores, and information explaining the scores during the first quarter of the school year. NWEA Measures of Academic Progress (MAP), and TRC/ Dibels assessment data will be shared with parents throughout the school year. School staff is available to review assessment data with parents to ensure their understanding of the information and answer any questions parents have.

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.

Twain will follow the Chicago Board of Education?s policies and procedures in informing parents of a teacher?s not highly qualified status. At present 100% of Twain?s staff is highly qualified.

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.

Through programs and activities associated with the PAC, BAC and LSC Twain will provide parental involvement opportunities focused on supporting learning at home and in school. Parent training on how to access and use the ASPEN Parent Portal will continue during the 2020-2021 school year. This training encourages parents to take an active role in monitoring their student?s progress and helps build stronger bonds between the parents, teachers and school. Directions on how to set up a parent portal account will be sent home to parents the second week of school. Individual assistance is provided to parents who need help setting up their Parent Portal account. Parents that do not have access to a computer are welcome to use the PAC computers located in Room 108. Through meetings and conferences grade level teams along with the Lead Literacy Teacher will help parents understand the curriculum and expectations at the various grade levels.

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.

Twain will support family literacy and parent involvement through workshops and programs that address the needs of our families. The Lead Literacy Teachers will promote early learning and pupil support strategies through parent meetings and skill packets. The PAC lending library is available to all our families. Twain encourages parents to borrow books to read and share with their children. The PAC library has books in Polish, Spanish and English to accommodate the needs of our diverse bilingual population. School year 2020-2021 Title I funds will continue to be used to support an adult English class providing parents an opportunity to improve their English skills. The reading enrichment committee will sponsor activities throughout the school year promoting literacy. Twain will continue its relationship with the local library by supporting the Chicago Public Library reading programs and by sponsoring a Pre-K story time for our families at the school. Parent surveys will be distributed at the first PAC, BAC and LSC meetings asking parents to identify topics for workshops, suggestions on how to increase parent participation, and opportunities they would like to participate in at the school. Presenters will be engaged during the 2020-2021 school year to speak with parents on topics that will help them improve their skills as parents and encourage them to be active participants and partners in their child's education.

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.

Twain will provide professional development opportunities for staff aligned with the goals of the Multi-tiered System of Supports (MTSS). By using this data based decision making process staff will be able to develop instructional and intervention supports in collaboration with parents focused on the goal of high academic achievement for all students.

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.

Twain currently provides a half day pre- school program for three and four year old children. Twain provides Pre-K, Kindergarten and First Grade Parent Packets to new families. The materials in the packet inform parents of the educational expectations in these grade levels. They provide material samples: ideas and strategies parents can use to work with their child at home to prepare them for school. The primary Lead Literacy Teacher provides additional information and support to parents through a series of meetings held 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.

All information related to school and parent programs, meetings and activities is sent home with students on the monthly calendar, in the school newsletter and is posted in the school. The information can also be found on the school website. The website has a language translator that allows parents to receive information in their native language.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

The Mark Twain educational community is committed to providing all students with high quality Common Core instruction in a safe and stimulating environment that encourages participation, promotes self-discipline and supports student achievement in all content areas. Our vision is to create a literacy rich, challenging learning environment that empowers all students to achieve to their full potential and develop the skills necessary to become productive members of our diverse community and independent, life-long learners.

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

Parent- Teacher conferences will be held once each semester as scheduled by the Board of Education. Additionally, parents are provided an opportunity to meet their child's teacher and receive information on classroom goals and grade level requirements at our annual Open House held in the evening on the second Thursday of September each year.

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

Mid- quarter progress reports will be sent home to parents after the fifth week of each quarter. Many teachers send weekly reports home along with graded assignments and tests. Some teachers require a parent's signature on assignments or tests to ensure the information was received. Parents will also be able to monitor their child's progress through the ASPEN Parent Portal system.

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

Parents may schedule an appointment to meet with a teacher during the teacher's prep. period. Some teachers are available to meet with parents before and after school with prior notice. School administrators are available throughout the day as needed without 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 classroom activities and school field trips as needed by individual teachers. The school office maintains a list of approved volunteers for school-wide events, lunchroom support and parent tutors. Parents may observe classroom activities on any day with the approval of the classroom teacher and the principal.

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

We firmly believe that parent involvement is essential to student achievement. Parents should make sure their children get to school on time, with the necessary supplies and prepared to learn. Read with and to their child as well as make a time and place for homework and studying. Parents should monitor the assignment notebook, review progress reports and report cards, return information in a timely manner and communicate with the school as needed. Parents are also encouraged to monitor student progress through Aspen Parent Portal.

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

Parents are encouraged to attend meetings scheduled by the Local School Council, Parent Advisory Council and Bilingual Advisory Council. Each of these groups discusses school issues, addresses parent concerns and assists in decision making.

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 assure academic achievement by attending school regularly, being on time, and coming prepared to learn. They will complete assignments carefully and turn them in on time. They will report to school in the appropriate uniform (school or gym) and participate in class. They will exercise proper behavior, respect others and themselves and follow school rules and regulations.

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.

Through programs and activities associated with the PAC, BAC and LSC Twain will provide parental involvement opportunities focused on supporting learning at home and in school. Parent training on how to access and use the ASPEN Parent Portal will continue during the 2020-2021 school year. This training encourages parents to take an active role in monitoring their student's progress and helps build stronger bonds between the parents, teachers and school. Additionally, Twain will support family literacy and

parent involvement through workshops and programs that address the needs of our families. Parents will be asked to provide suggestions on the types of programs and information that would be beneficial to them in supporting learning at home and in school. The Lead Literacy Teacher will promote early learning and pupil support strategies through parent meetings and skill packets. The PAC lending library is available to all our families. Twain encourages parents to borrow books to read and share with their children. The PAC library has books in Polish, Spanish and English to accommodate the needs of our diverse bilingual population. School year 2020-2021 ESSA funds will continue to be used to support an adult English class providing parents an opportunity to improve their English skills. The reading enrichment committee will sponsor activities throughout the school year promoting literacy. Twain will continue its relationship with the local library by supporting the Chicago Public Library reading programs and by sponsoring a Pre-K story time for our families at the school. Presenters will be engaged during the 2020-2021 school year to speak with parents on topics that will help them improve their skills as parents and encourage them to be active participants and partners in their child's education.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$290.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$250.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$4954.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid	\$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
53510	Postage Must be used for parent and family engagement programs only.	\$110.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00