

# Barbara Vick Early Childhood & Family Center 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/22/2020	ILT	Identify CIWP Team & Complete SEF
02/11/2020	CIWP Team	Identify critical areas of needs and write goals
03/10/2020	CIWP Team	Complete RCA and TOA's
04/14/2020		

Date	Participants	Topic
01/30/2020	ILT SEF Groups	Complete SEF sections

## 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
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 2 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
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Staff meets bi-weekly covering topics of curriculum, creating time and space to develop trust and open dialogue. Implemented pedagogista committee who are driving and planning instructional conversations and reflections. Professional development is aligned to philosophy and Illinois Early Learning and Development Standards - Implement collaborative teaching to support all learners including Diverse and English language learners - Engaged Instructional Leadership Team that supports data analysis, policy development and curricular focus - Providing professional learning for parents through parent workshops focused around children's interests, classroom focus and content areas. LSC is routinely informed of curriculum and professional development.
- 4 - Structure for Continuous Improvement
  - 3 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
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Pedagogista committee meets on a monthly basis to organize focus and reflection meetings for staff. Action item meetings are scheduled for once a month. ILT is responsible for the development of the CIWP in collaboration with administration. Utilizes agenda and protocol and collects minutes to distribute to all members - - Supports data analysis, policy development and curricular focus \*Refer to our action plan for improvement strategies. Classrooms and school environment reflect the diverse students and families throughout the school. School culture creates opportunities for families to play active roles in their student's education and in parent education courses.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** The Vick Center follows a child-directed, constructivist learning environment that fosters the creativity and insight of each child. Children are met where they are and supported to move forward in their daily learning and living. Social Emotional supports are provided for all children as the foundation that supports all academic learning. Children's cultural backgrounds and family structure are woven into the fabric of the classrooms so that each child feels welcomed, included and supported.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Instructional practices are delivered to large group, small group and individual students based on need. Differentiation is utilized on an ongoing, child/group specific basis as needed. REACH data shows that classroom teams are growing in communication and discussion strategies (3B). Culture (Domain 2) is traditionally very high at Vick.
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 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
  - 3 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
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy
  - 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:** All students are graded three times a year using the District mandated Teaching Strategies Gold (TSG) Assessment. Students with an IEP are also graded using their IEP benchmarks four times a year.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)

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

- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS systems and structures are something that we are Vick are constantly working on and often struggle with. This will be an area of focus for this CIWP.
- 4 - Transitions, College & Career Access, & Persistence
  - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** As an early childhood center, supporting children 3-5 years old students, we develop a foundation of life skills that prepares them for college and adulthood. Students then transition to Kindergarten from our school and we have 25+ feeder schools. We hold parent meetings to inform parents of various kindergarten options (Selective enrollment, magnet, dual language, charter). We invite various community members including families to share their knowledge and experiences of various careers. We expose students to various careers throughout the year and incorporate student's interest in planning structured activities and common areas.

## 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)
  - 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:** Students participate in Friendship Day and Parent/Child Activity Day. The nature of the weekly PD meetings are staff led and directed. Examples are Focus meeting, Pedagogista committee, and Action Item week. Service providers push into classrooms. There are student planning meetings scheduled where the appropriate staff participate in a discussion in order to best meet the needs of the students.
- 3 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 4 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
  - 4 Take informed action where they work together to propose and advocate for solutions

- 3 Experience a schoolwide civics culture
- **Evidence:** Based on the ages of our students, they use appropriate media (apps such as ABC Mouse, Educreations, etc) that supports their academic needs. Being an early childhood and family center, many points in this particular area are not applicable to the ages of our students. Students will participate in studying community helpers. Students and families participate an end of the year celebration and various celebrations throughout the school year which takes into consideration the cultures of the families such as Dia de los Ninos. Teachers create provocations based on student interest. Parents/guardians are invited to participate in classroom activities and share their jobs and experiences in various times throughout the year.
- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 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:** A Student and Family Handbook and Staff Handbook, which include district and school policies and procedures is shared with staff and families in the beginning of the year and is available to access throughout the year. Classroom rules and schedules are available digitally and hung throughout the classrooms. Select staff attend crisis intervention training. Classroom staff, office, and admin greet students and family daily at arrival and dismissal. We have Chicago Police Officers as our school security officers. Home visits are scheduled when necessary. While we are providing SEL support, we have not yet formalized a protocol in specific instances based on family need. We provide support to resources to families based on individual needs.
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Data obtained for TSG documentation addresses students' social/emotional progress. Student planning meetings are scheduled weekly to discuss staff concerns and appropriate interventions are discussed and implemented. Due to the ages and developmental needs of our students at Barbara Vick, discipline and restorative practices are addressed through instruction using the Calm Classroom curriculum. Accidents or injuries is reported in Aspen and parents are informed in a timely manner. Students race, IEP status, language, gender, and other demographic factors are taken into account when communicating with families.
- 3 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 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:** Student and family handbook is available to all families which communicates staff information such as names and titles, schedules, calendar, district policies, and procedures. Bi-weekly memo is digitally sent to parents which includes attendance awards, upcoming events in the community, district and school events and/or opportunities, dates that reports will be completed. Staff utilizes digital documents to report and communicate data regarding attendance. Home visits are scheduled when necessary. Parent meetings are scheduled multiple times per year focused on family interest surveys. The school maintains a tardy and early dismissal log. Parents are invited to participate in various activities such as Parent/Child Activity, End of the Year Celebration, Parent/Teacher Conferences, LSC, Parent and Teachers Together, Friends of Vick Village, Bilingual Advisory Committee, and Instructional Leadership Meetings. We will be continuing to work towards increasing our engagement with community members and resources.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	3
3	Quality and Character of School Life: Family & Community Engagement	4



Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	5

# 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	School needs a defined MTSS team to implement MTSS Strategies/Systems
Root Cause 1	There is not a systematic MTSS structure in place that would provide support for staff to then support students in need
Area of Critical Need 1	ILT is lacking a shared vision to support the vision and mission of the school.
Root Cause 2	ILT is lacking a shared vision to support the vision and mission of the school.
Area of Critical Need 3	There is a lack of consistency of Tier 1 SEL supports across all 12 classrooms.
Root Cause 3	Students lack developmentally appropriate ways to communicate their emotions.

## 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		91.00	93.00
Age cycle 4 students have lower attendance rates than peers.	Male			
Vision: Attendance Rate	Overall		91.00	93.00
Age cycle 4 students have lower attendance rates than peers.	Female			
(Blank)				
(Blank)				
(Blank)				

## Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> As an ECE only site we are not assigned an SQRP Rating					

## Custom metrics (50% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Increase Parent involvement with school events to 25% by 2022. Our goal as a an Early Childhood and Family Center is to have parents & family's integrated into what we offer to our school community.	8.00	15.00		20.00	25.00
(Blank)					

	<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>
(Blank)					

# Strategies

## Strategy 1

If we do...	create a subcommittee that is responsible for community engagement and community partnerships that align with funds of knowledge
Then we see...	engagement of staff community, and stakeholders in alignment of the school's vision that support a connection between classroom and community
which leads to...	communicating the school's vision to staff and parents while creating partnerships with one or more local organizations that reflect those
Budget Description	Continued allocation of a quota position utilized as a Parent Coordinator. Allocated \$8,000 in contingency fund for Family Support in light of the current pandemic's effects on our families. Supply funds, Copier Agreement funds, BAC, STLS Funds.
Tags	
Action steps	<ul style="list-style-type: none"> <li>(Not started) Develop intentional parent survey annually that will help us collect funds of knowledge about families that will reflect how we value families  Tags:FACE2: Parent Engagement, MTSS: Family and Community Engagement, ODLSS: Parent Involvement Specialists, OECE: PK Family Engagement</li> <li>(Not started) Conduct parent surveys once or twice a year (or on an as-needed basis) to collect information that can be used to create and foster community partnerships  Tags:Family &amp; Community Engagement, FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists, OECE: PK Family Engagement</li> <li>(Not started) Review progress on identifying parent connected organizations and begin to solidify leads from data collected after each parent survey, once or twice a year. Share results of parent survey with staff annually. Monthly updates to staff on community engagement/opportunities during principal prep.  Tags:Family &amp; Community Engagement, FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists, OECE: PK Family Engagement</li> </ul>

	<ul style="list-style-type: none"> <li>(Not started) (Early in second quarter) Small group/committees discuss community outreach at each monthly meeting, on meeting agendas and notes. These groups will also connect with PTT to help to create the Outreach List.</li> </ul> <p>Tags: Family &amp; Community Engagement, FACE2: Parent Engagement</p> <ul style="list-style-type: none"> <li>(Not started) Conduct an annual Open House that will welcome community members into the school to create relationships.</li> </ul> <p>Tags: Family &amp; Community Engagement, FACE2: Parent Engagement, OECE: PK Family Engagement</p>
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**Strategy 2**

If we do...	If we develop Leadership Teams within the school
Then we see...	then we see defined protocols, structures and supports
which leads to...	which leads to consistent practices in support of students.
Budget Description	Professional Development Funds, Seminar/Workshop fees, Substitute Bucket, Supply line, Copier Agreement
Tags	Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> <li>(Not started) Leadership creates a self assessment tool utilized quarterly that will monitor identified areas of improvement throughout the school year. Leadership participates in part 1 of 2 part cycle in PD/Training on teacher leader development. Leadership communicates progress towards priorities to all staff at monthly principal prep meetings.</li> </ul> <p>Tags: Leadership for Continuous Improvement, Teacher Leader Development &amp; Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> <li>(Not started) Leadership evaluates self-assessment tool and effectiveness using 5 Essentials survey and updates self-assessment tool (when needed). Continuous strategic alignment of budget on goal related to instructional leadership.</li> </ul> <p>Tags: Leadership for Continuous Improvement, Teacher Leader Development &amp; Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> <li>(Not started) Leadership will participate in second PD cycle which will be identified based on an emergent need, identified by result of self-assessment and other appropriate school-wide data sources.</li> </ul>

	<p>Tags:Leadership for Continuous Improvement, Teacher Leader Development &amp; Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> <li>(Not started) Leadership will review effectiveness with EOY self assessment, staff survey on leadership effectiveness, and 5 Essentials results. Leadership will identify committee needs for SY21-22 based on priorities.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Teacher Leader Development &amp; Innovation: Distributed Leadership</p>
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**Strategy 3**

If we do...	Involve families in school learning
Then we see...	increased depth of relationship between school, staff, and families
which leads to...	Increased trust, knowledge of early childhood learning, involvement in the students' learning, and understanding the importance of attendance
Budget Description	Continued allocation of a quota position utilized as a Parent Coordinator. Allocated \$8,000 in contingency fund for Family Support in light of the current pandemic's effects on our families. Supply funds, Copier Agreement funds, BAC, STLS Funds, Substitute Bucket.
Tags	
Action steps	<ul style="list-style-type: none"> <li>(Not started) Monthly monitoring of attendance through ASPEN Establish Possible Home visits schedule and logistics Teaching Strategies Gold Social/Emotional Benchmarks BOY/MOY/EOY Establish platform for sharing, discussion, and planning based on parent needs? survey Monitor parent feedback after each parent meeting</li> </ul> <p>Tags:Family and Community Engagement, Curriculum, Parent communication, OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>(Not started) Start/continue Home visits Share family survey results with staff once a quarter Principal coffee with a particular focused based on the data from the surveys will meet quarterly (or as needed basis) Maintaining system for parent feedback</li> </ul> <p>Tags:Attendance, Curriculum, Family &amp; Community Engagement, Attendance interventions</p>

**Strategy 4**

If we do...	create assessments at the school level
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Then we see...	a truer representation of what all of our students are able to accomplish
which leads to...	more authentic individualized assessments, informed planning opportunities and greater reporting of each student's growth and progress throughout the school year.
Budget Description	Extended Day buckets for teachers, extended bucket for SECAS, Substitutes, Suppliers, Copier Agreements.
Tags	Assessment: Balanced Assessment and Grading, Assessment: PreK-3 Assessment
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Define purpose of and need for assessment committee Build assessment committee Tags:Assessment: Balanced Assessment and Grading, Assessment: PreK-3 Assessment</li> <li>• (Not started) Set Assessment team meeting schedule Compare/contrast existing assessments and identify gaps for our students Team will develop supplemental assessment practices to compliment mandated assessments Tags:Assessment: Balanced Assessment and Grading, Assessment: PreK-3 Assessment</li> <li>• (Not started) Analyze TSG winter checkpoint data to identify the students who are not falling within their color band Begin creating a rubric that will highlight the growth of students who do not fall within the color bands. Monitor supplemental assessment practice quarterly Tags:Assessment: Balanced Assessment and Grading, Assessment: PreK-3 Assessment</li> <li>• (Not started) Pilot the rubric for all students outside the color band. Monitor supplemental assessment practice quarterly Tags:Assessment: Balanced Assessment and Grading, Assessment: PreK-3 Assessment</li> <li>• (Not started) Utilize rubric for all students who do not have their growth captured by traditional assessments. Analyze the results of the rubric quarterly Tags:Assessment: Balanced Assessment and Grading, Assessment: PreK-3 Assessment</li> </ul>

**Strategy 5**

If we do...	If we support an MTSS Team
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Then we see...	resources and systems in place for teachers to implement differentiated, targeted instruction
which leads to...	students meeting targeted goals.
Budget Description	Extended Day buckets for teachers, extended bucket for SECAS, Substitutes, Suppliers, Copier Agreements.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> <li>(Not started) Establish clear process/procedure for tracking student intervention monthly Define and communicate MTSS procedure to all stakeholders monthly (Principal prep) MTSS committee provides overview of MTSS procedure/tiered process annually</li> </ul> <p>Tags:MTSS, Mtss team</p> <ul style="list-style-type: none"> <li>(Not started) On-going weekly student planning meetings using attendance, TSG data, IEP data Compare data of tiered students from each quarter and monitor/update quarterly</li> </ul> <p>Tags:MTSS</p>

# Action Plan

## Strategy 1

Develop intentional parent survey annually that will help us collect funds of knowledge about families that will reflect how we value families

Sep 08, 2020 to Nov 05, 2020 - ILT Admin Staff Parents Parent coordinator

Conduct parent surveys once or twice a year (or on an as-needed basis) to collect information that can be used to create and foster community partnerships

Sep 08, 2020 to Nov 06, 2020 - ILT Admin Staff Parents Parent coordinator

Review progress on identifying parent connected organizations and begin to solidify leads from data collected after each parent survey, once or twice a year. Share results of parent survey with staff annually. Monthly updates to staff on community engagement/opportunities during principal prep.

Sep 08, 2020 to Nov 06, 2020 - ILT Admin Staff Parents Parent coordinator

(Early in second quarter) Small group/committees discuss community outreach at each monthly meeting, on meeting agendas and notes These groups will also connect with PTT to help to create the Outreach List

Nov 06, 2020 to Feb 05, 2021 - LT Admin Staff Parents Parent coordinator Committee members

Conduct an annual Open House that will welcome community members into the school to create relationships.

Jan 04, 2021 to Feb 05, 2021 - LT Admin Staff Parents Parent coordinator Committee members

## **Strategy 2**

Leadership evaluates self-assessment tool and effectiveness using 5 Essentials survey and updates self-assessment tool (when needed). Continuous strategic alignment of budget on goal related to instructional leadership.

Nov 06, 2020 to Feb 05, 2021 - ILT Admin

Leadership will review effectiveness with EOY self assessment, staff survey on leadership effectiveness, and 5 Essentials results. Leadership will identify committee needs for SY21-22 based on priorities.

Apr 16, 2021 to Jun 22, 2021 - ILT MTSS Team

Leadership will participate in second PD cycle which will be identified based on an emergent need, identified by result of self-assessment and other appropriate school-wide data sources.

Feb 05, 2021 to Apr 15, 2021 - ILT Admin

Leadership creates a self assessment tool utilized quarterly that will monitor identified areas of improvement throughout the school year. Leadership participates in part 1 of 2 part cycle in PD/Training on teacher leader development. Leadership communicates progress towards priorities to all staff at monthly principal prep meetings.

Sep 08, 2020 to Nov 05, 2020 - ILT Admin

## **Strategy 3**

Monthly monitoring of attendance through ASPEN Establish Possible Home visits schedule and logistics Teaching Strategies Gold Social/Emotional Benchmarks BOY/MOY/EOY Establish platform for sharing, discussion, and planning based on parent needs? survey Monitor parent feedback after each parent meeting

Sep 08, 2020 to Nov 06, 2020 - Administration School Counselor Parent Coordinators Teachers

Start/continue Home visits Share family survey results with staff once a quarter Principal coffee with a particular focused based on the data from the surveys will meet quarterly (or as needed basis) Maintaining system for parent feedback

Nov 06, 2020 to Jun 25, 2021 - Administration School Counselor Parent Coordinators Teachers

## **Strategy 4**



Define purpose of and need for assessment committee Build assessment committee

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

Set Assessment team meeting schedule Compare/contrast existing assessments and identify gaps for our students Team will develop supplemental assessment practices to compliment mandated assessments

Sep 30, 2020 to Feb 05, 2021 - Assessment Committee

Analyze TSG winter checkpoint data to identify the students who are not falling within their color band Begin creating a rubric that will highlight the growth of students who do not fall within the color bands. Monitor supplemental assessment practice quarterly

Feb 05, 2021 to Apr 30, 2021 - Assessment Committee

Pilot the rubric for all students outside the color band. Monitor supplemental assessment practice quarterly

Apr 23, 2021 to Jun 25, 2021 - Assessment Committee

Utilize rubric for all students who do not have their growth captured by traditional assessments. Analyze the results of the rubric quarterly

Aug 30, 2021 to Jun 24, 2022 - Assessment Committee

## **Strategy 5**

Establish clear process/procedure for tracking student intervention monthly Define and communicate MTSS procedure to all stakeholders monthly (Principal prep) MTSS committee provides overview of MTSS procedure/tiered process annually

Aug 24, 2020 to Nov 06, 2020 - MTSS committee Admin

On-going weekly student planning meetings using attendance, TSG data, IEP data Compare data of tiered students from each quarter and monitor/update quarterly

Nov 06, 2020 to Jun 25, 2021 - MTSS committee Admin

## **Fund Compliance**

### **ESSA Program**

[ ]

ESSA Schoolwide Program

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

[X]

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

## ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

(Blank)

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

(Blank)

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

(Blank)

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

(Blank)

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

(Blank)

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

(Blank)

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

(Blank)

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

(Blank)

## **ESSA Targeted Assistance Program**

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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.**

We do not receive Title 1 / ESSA funds.

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

We do not receive Title 1 / ESSA funds.

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

We do not receive Title 1 / ESSA funds. We do have active parent groups that meet with Admin on a monthly basis : BAC (Bilingual Advisory Council), FVV (Friends of Vick Village), LSC (Local School Council) and PTT (Parents & Teacher's Together)

**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.**

Vick is committed to providing parents with assessment information twice a year (January & June) for ECE students and 4 times a year (quarterly) for our Diverse Learners.

**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.**

We do not receive Title 1 / ESSA funds. All staff at Vick is considered "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.**

We do not receive Title 1 / ESSA funds.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

Parent workshops are offered at least quarterly across both locations. The topics of the workshops cover all areas of children's development - academic, social-emotional, physical, learning style, school philosophy and assessment & documentation systems.

**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.**

Parent survey information will be gathered and entered into a database for all staff to access. This will allow staff to have access to parent's careers, talents, interests to allow for more focused collaboration between home and school.

**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.**

Parent workshops are offered at least quarterly across both locations. The topics of the workshops cover all areas of children's development - academic, social-emotional, physical, learning style, school philosophy and assessment & documentation systems.

**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 communication coming from school is presented in the families home language. This is currently English and Spanish.

### 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 belief at the Barbara Vick Early Childhood and Family Centers is that social and emotional development serves as the foundation of all other learning. We provide a play-based, child-centered curriculum aligned with the Illinois Early Learning and Common Core Standards. Our curriculum maximizes the learning potential of all children, especially Diverse and English Language Learners. The staff creates learning environments that are intentionally designed to deepen children's thinking through the development of relationships with one another, provoking materials and the natural world outside. Documentation is critical to the learning process as it helps to make the children's learning visible. Providing access to innovative technology opens the world to children and staff alike, deepening and extending learning experiences. We offer families information, support and resources while encouraging them to be active participants in their child's education.

**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.**

Formal parent-teacher conferences are held during the CPS Elementary Report-card pick up days in November and April. Informal conferences are available whenever a parent or staff member requests one.

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

Formal reports of children's progress are shared for Early Childhood students in January and June and for Diverse Learner (IEP) students quarterly. Additionally, parents have contact with staff daily at entry and dismissal. Informal progress conversations occur regularly during these times.

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

Parents have contact with staff daily at entry and dismissal. Informal progress conversations occur regularly during these times. Additionally parents have access to staff via email daily and via phone before & after student attendance times.

**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 welcome and encouraged to volunteer in their children's classrooms once the Parent Volunteer Application is completed and notification of approval is received by the school. We LOVE having parents in our classrooms and wish that all parents could have the opportunity weekly.

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

Right now during school closure parents are supporting their children's learning in ways no one ever imagined. We hope that a lasting effect is that parents will have a more vested interest in their child's education even when school's reopen. At Vick we expect children to be in school everyday - unless they are sick. We expect parents to stay informed through classroom and school newsletters and to participate in our school events.

**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 included in all aspects of their child's education - from the AM/PM session preferences to the evaluation process when necessary. Parent surveys are conducted throughout the school year which affects the programs, seminars and workshops provided.

**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).**

PreK students work together with the classroom team to devise classroom agreements which the children then hold themselves and their peers to.

### 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.**

N/A - We do not receive Title 1 / ESSA funds.

**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.	\$0.00
<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)	\$0.00

54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
54205	<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	<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.	\$0.00
53510	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
53306	<b>Software</b> Must be educational and for parent use only.	\$0.00
55005	<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 by used only by parents.	\$0.00