Clara Barton Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Louis Davis	Assistant Principal	lcdavis2@cps.edu	Has access
Augusta Smith	Principal	ambryant1@cps.edu	Has access
Loretta Edwards	Teacher	lcedwards@cps.edu	No Access
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Mary Hatzell	Clerk	mkrohrbach@cps.edu	No Access
Patricia Bell	Parent	pmbell2@cps.edu	No Access
Romeo Meadows	Teacher	rdmeadows@cps.edu	No Access
Kelicia Hopkins	Teacher	kljones4@cps.edu	No Access

Team Meetings

No meetings saved for this plan.

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
  - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 4 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: The MVMS Survey shows effective leadership is strong. Most of these areas are assessed on this survey. These scores were derived from that data.
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)

- o 3 Engage students in learning and foster student ownership
- o 3 Use questioning and discussion as techniques to deepen student understanding
- o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- o 3 Provide students frequent, informative feedback
- o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 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)
- o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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
  - o 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
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 1 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)

- o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)

- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 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)
  - o **Evidence**:
- 2 - Transitions, College & Career Access, & Persistence
  - o 1 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 1 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 1 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
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 1 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 1 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 1 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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**:
  - 4 - 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**:
  - 2 - Family & Community Engagement
    - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
    - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
    - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
    - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
    - 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
    - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - 1 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
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Family & Community Engagement	4

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: Instruction	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**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	Math growth among all students
Root Cause 1	Lack of school-wide curriculum until 2017
Area of Critical Need 1	Literacy growth for students who have met attainment
Root Cause 2	Lack of enrichment opportunities for students who are above grade level
Area of Critical Need 3	Literacy growth for students with IEPs
Root Cause 3	Special education teachers do not conduct guided reading groups or utilize research based strategies for addressing gaps in foundational skills.

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: National School Growth Percentile - Math (Grades 3-8) The data shows that while students who show growth in math, the rate of growth is below the national norm. Student gains are about 50% of what is expected year to year and very few students have met attainment.	Overall		55.00	65.00
	Latino (Male)			
SQRP: National School Attainment Percentile - Math (Grades 3-8) The data shows that while students who show growth in math, the rate of growth is below the national norm. Student gains are about 50% of what is expected year to year and very few students have met attainment.	Overall		50.00	65.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) I chose this metric because it is reflective of the fact that our students who are at or above grade level have not consistently met growth targets in reading and math.	Overall		52.00	60.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) The data shows while reading growth and attainment has increased consistently (with the exception of SY19), we have not yet achieved the national norm for reading attainment. With a focus on MTSS for students who are near attainment, we can achieve this benchmark within the next two years. Also, In reading, students who are below grade level are making sufficient gains however once at grade level, percentile growth slows.	Overall		40.00	50.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) In reading, students who are below grade level are making sufficient gains however once at grade level, percentile growth slows.	Overall		60.00	75.00

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our goal is to receive 5 SQRP points and be designated as Well Organized. We received a Well Organized last school year.			5.00	5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If we properly vet, purchase and implement a relevant social studies curriculum/series for students in K-8
Then we see...	the vertical and horizontal alignment of relevant social studies units and instruction
which leads to...	more opportunities for students to be engaged in civic learning and build schema to support comprehension of informational texts (RI CCSS Standards).
Budget Description	We will need funding to purchase the curriculum and funds for field experiences. Teachers may require professional development. (Materials and Textbooks)
Tags	Curriculum, Student Voice, Engagement, and Civic Life, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	• (Not started) Research available social studies series/curriculum that covers the standards for civic learning. Tags:Curriculum, Student Voice, Engagement, and Civic Life • (Not started) Select up to three possible series to present to the staff for input

	Tags:Curriculum, Student Voice, Engagement, and Civic Life
	• (Not started) Select new social studies curriculum and purchase for school year 2020-2021. Tags:Curriculum, Student Voice, Engagement, and Civic Life • (Not started) Implement new social studies curriculum and provide PD as needed Tags:Curriculum • (Not started) Create a system for civic engagement within and outside of the school community including a school-wide schedule Tags:Student Voice, Engagement, and Civic Life • (Not started) Identify a staff lead for the Student Government Association and Peer Leadership Team Tags:Student Voice, Engagement, and Civic Life • (Not started) Establish a Student Government Association and Peer Leadership Team Tags:

Strategy 2

If we do...	implement research-based structures and systems that support enrichment and intervention
Then we see...	effective problem-solving protocols applied to student achievement efforts
which leads to...	academic improvement for targeted students
Budget Description	There are no scheduling or budgeting needs for this strategy.
Tags	MTSS
Action steps	• (Not started) Create an MTSS team outline with objectives that describe the work and responsibility of the team and all related protocols. Tags:MTSS, MTSS: Fidelity of Implementation

	- (Not started) Identify a chair and co-chair of MTSS team and create a calendar of meetings. Tags:MTSS, MTSS: Problem Solving Process, MTSS: Shared Leadership - (Not started) Provide MTSS professional development for chair/co-chair Tags:MTSS: Shared Leadership - (Not started) Invite teachers and staff to join the MTSS team Tags:MTSS - (Not started) Begin meeting regularly. Tags:MTSS - (Not started) Develop a protocol for family engagement Tags:MTSS: Family and Community Engagement - (Not started) MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring Tags:MTSS, OSEL: SEL Instruction

Strategy 3

If we do...	Engage parents in the teaching and learning process in the school
Then we see...	parents who are better informed and equipped to support instruction at home
which leads to...	increased student achievement, attainment, and attendance.
Budget Description	Ext. Day - Buckets, Materials (instr. and software), Supplies
Tags	Family & Community Engagement, FACE2: Parent Engagement
Action steps	- (Not started) Hold quarterly instructional data meetings for parents Tags:MTSS, Family & Community Engagement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2- Leveraging Data to Close Gaps, Math: Curriculum - (Not started) Host quarterly academic-focused parent nights

	Tags:MTSS, Family & Community Engagement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Math: Curriculum
	• (Not started) All teachers will utilize the school website to communicate weekly and monthly academic expectations Tags:MTSS, Family & Community Engagement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Curriculum

Action Plan

Strategy 1

Research available social studies series/curriculum that covers the standards for civic learning.

Jul 01, 2020 to Jul 11, 2020 - Instructional Leadership Team, Admin

Select up to three possible series to present to the staff for input

Jul 11, 2020 to Jul 18, 2020 - Instructional Leadership Team, Admin

Select new social studies curriculum and purchase for school year 2020-2021.

Aug 03, 2020 to Aug 07, 2020 - Teachers, Admin

Implement new social studies curriculum and provide PD as needed

Sep 01, 2020 to Oct 01, 2020 - Teachers

Create a system for civic engagement within and outside of the school community including a school-wide schedule

Oct 01, 2020 to Jun 18, 2021 - Teachers

Identify a staff lead for the Student Government Association and Peer Leadership Team

Oct 01, 2019 to Oct 18, 2019 - Admin

Establish a Student Government Association and Peer Leadership Team

Oct 01, 2019 to Oct 18, 2019 - Admin/Teacher leaders

Strategy 2

Create an MTSS team outline with objectives that describe the work and responsibility of the team and all related protocols.

Jul 01, 2020 to Jul 29, 2020 - Admin, Instructional Leadership Team

Identify a chair and co-chair of MTSS team and create a calendar of meetings.

Jul 01, 2020 to Jul 29, 2020 - Admin

Invite teachers and staff to join the MTSS team

Sep 01, 2020 to Sep 04, 2020 - MTSS Team Chair/Co-Chair

Begin meeting regularly.

Oct 01, 2020 to Oct 28, 2020 - MTSS Team members

Provide MTSS professional development for chair/co-chair

Aug 01, 2020 to Aug 21, 2020 - Admin

Develop a protocol for family engagement

Oct 01, 2020 to Nov 13, 2020 - MTSS Team Members

MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring

Oct 01, 2020 to Oct 28, 2020 - MTSS Team Members

Strategy 3

Hold quarterly instructional data meetings for parents

Oct 01, 2020 to Jun 14, 2021 - Teachers, ILT, PAC

Host quarterly academic-focused parent nights

Nov 16, 2020 to Jun 14, 2021 - Teachers, ILT, PAC

All teachers will utilize the school website to communicate weekly and monthly academic expectations

Sep 08, 2020 to Jun 14, 2021 - Teachers, ILT, PAC

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

Our school routinely engages in root cause analysis and other needs assessment protocols to address problems of practice and to reflect on the effectiveness of our programs and the management of our school.

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

Our CIWP is indicative of our goals and priorities created to ensure that all students are successful.

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.

Our school has an instructional leadership team that meets regularly to review school-wide and priority group-specific data in an effort to identify areas for growth. Research-based best practices are then applied and supported by teaching staff. Because teaching and learning are dynamic, we engage in routine cycles of inquiry to address student achievement goals.

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).

Our school has an instructional leadership team that meets regularly to review school-wide and priority group-specific data in an effort to identify areas for growth. Research-based best practices are then applied and supported by teaching staff. Because teaching and learning are dynamic, we engage in routine cycles of inquiry to address student achievement goals. In addition, all teachers engage in data-driven instruction and data-driven instructional cycles to consistently progress monitor the effectiveness of their instruction.

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

At Barton, we have very low teacher turnover. However, we have a strong partnership with Ilinois State University and often hire staff through the substitute teacher pool.

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.

Each year, we create a professional development scope and sequence that is aligned to the previous year's achievement data. This professional development is designed and implemented either by the administration or an outside partner such as Scholastic or Leading Educators.

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

We have streamlined our parent communication and made an effort to ensure that we had the email address for all parents in our school. We are in the process of updating communication efforts to include more digital methods such as social media. In addition, the PAC offers a variety of parent training.

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 preK program works directly with our elementary school teachers to align instruction and provide opportunities for preK students to be exposed to content and elementary school routines.

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.

Per the CTU contract, teachers are engaged and vote upon assessments each year as part of the school's assessment plan.

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.

All Barton teachers are required to re-teach any topic where students achieved less than a 76% mastery. Individual students are allowed to retake any assessment where he/she scored below a 76% mastery rate.

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.

In partnership with our community partners, The Greater Auburn Gresham Development Corporation, we are able to provide a number of programs and resources to families including housing assistance, financial assistance, job training and parent education.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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 Parent Advisory Committee and the Local School Council will be engaged in the review and creation of the school's Continuous Improvement Work Plan
and the Parental Involvement Plan and Policy. The administration will communicate with both bodies the time and dates of the CIWP meetings.

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

Each year the Principal hosts a State of the School Address and a Title I meeting to inform parents of the school's data and goals. The parents are also
informed of the school's participation in the NCLB/Title I programs. Our date of the Title I Annual Meeting and Title I PAC Organizational Meeting is October 13, 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.

Barton's Parent Advisory Council meetings are monthly and all parents are invited to attend. We want our parents to be aware of our goals, strengths and
challenges and work together with the school to address them.

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 a report of their child's IRA and NWEA results when made available. Reports will be sent home with students and possibly included
with the report card depending on testing window end dates.

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.

In the event that a child is taught by a teacher who is not highly qualified, parents will be notified in writing.

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.

This will be accomplished on November 18, 2020 at the State of the School Address and Title I Annual Meeting. In addition, the school will host regular data
meetings to inform parents of the school's progress. The Instructional Leadership Team will also host academic-focused parent nights quarterly.

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.

This will be accomplished on October 13, 2020 and November 18, 2020 at the State of the School Address and Title I Annual Meeting. In addition, the school
will host regular data meetings to inform parents of the school's progress. The Instructional Leadership Team will also host academic-focused parent nights
quarterly.

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 Involvement is a focus for the school. Resources and messaging about this will be communicated regularly during principal directed meetings and
professional development. In addition, expectations for parent communication will be published in the Teacher Handbook.

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.

The school will work with other district offices to coordinate such activities to the extent feasible and appropriate.

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.

The principal will ensure that the information related to parents is in an understandable and uniform format in writing and on social media.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

At Barton School, we empower, prepare and educate by providing a structured nurturing environment rooted in self-discipline, powerful relationships and an investment in students.

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 are scheduled by the district to occur in the first quarter and the third quarter of the school year. We will abide by the district's shared calendar.

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

Parents will receive report cards quarterly and progress reports every 5 weeks. Parents will also receive student On-Track data and MAP Progress Reports
when made available by the district. These reports will go home with students or distributed to parents via mail or parent meetings.

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

Staff members are available, by appointment, before and after school and during preparation periods. Staff can also be contacted directly by email. All staff
email addresses can be found on the school website, www.bartonschoolchicago.org.

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.

Barton Elementary School considers its family volunteers a special resource. There are no specific qualifications to participate in scheduled classroom
activities when solicited by the classroom teacher (field trips, special events, observation). In order to volunteer at Barton, parents must complete the CPS background check.

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

Parents can assist student learning by monitoring attendance, homework completion, reading at home and being responsive and available to the classroom
teacher.

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 can participate in decisions, when appropriate, by joining the LSC or PAC.

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 at Barton will assure academic achievement by following the Barton Creed each and every day. The Standard is Excellence.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

The overarching goal is to increase student academic achievement through parental and family engagement involvement by way of parent workshops, events, and resource sharing.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$1000.00
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)	$1474.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00