

Perkins Bass Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/27/2020	All	CIWP
01/29/2020	All	IB Application/CIWP

Framework

Category scoring

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

Subcategory scoring

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

- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

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

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
 - 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction

- 2 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
- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 2 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:**
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 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
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)

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

- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 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)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 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)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 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)
 - 2 Partner equitably with parents speaking languages other than English
 - 3 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
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	5
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	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.

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: NWEA Attainment G2-8 (Reading) As a school, we are working to support the development of more students obtaining performance levels at grade level. We want to support the movement of students to increased percentile ranks.	Overall		60.30	70.30
	Students with IEPs		32.50	42.50

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: NWEA Attainment G2-8 (Math)</p> <p>As a school, we are working to support the development of more students obtaining performance levels at grade level. We want to support the movement of students to increased percentile ranks.</p>	Overall		52.30	62.30
	Students with IEPs		30.00	40.00
<p>Vision: Attendance Rate</p> <p>We are working towards achieving a higher standard. of attendance participation. We have struggled the last 2-years to meet our goal of. 95%. We will continue working to remove barriers to support. student attendance.</p>	Overall		95.00	96.00
	Students with IEPs		93.00	95.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Our goal is to support the continuous and accelerated growth needed individually and collectively across classroom and grade levels. Our students have fallen behind in making needed growth to meet national averages.</p>	Overall		79.00	89.00
	Students with IEPs		37.00	47.00
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>Our goal is to support the continuous and accelerated growth needed individually and collectively across classroom and grade levels. Our students have fallen behind in making needed growth to meet national averages.</p>	Overall		69.60	79.60
	Students with IEPs		60.00	70.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey We will continue to engage all stakeholders to improve areas that need to be strengthened as we work with our school community</p>				5.00	5.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	If we prioritize the supports for DL teacher teams, with DL students as a focus, and create systems and structures that support planning time, feedback, analysis of data as evidenced by meeting notes, planning feedback, collaborations, and schedules
Then we see...	Increased student engagement, effective implementation of planning that highlights instruction that is differentiated to meet students needs
which leads to...	Increased student academic achievement that helps close the gaps for DL students and accelerate the current growth in math from 27% to 37% and reading from 50% to 60%. Increase the attainment outcomes for DL students in math from 20% to 30% and in reading, 22.5% to 33%. This metric should continue to grow 10% each year at a minimum to close the current gaps.
Budget Description	Will continue to use our IL-Empower funds and resources to support our DL priority group.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Equity: Resource Equity, ODLSS: Behavior Support, ODLSS: District Representatives, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) enhance current team meeting structures, tools, and expectations with actionable next steps needed at the close of each session. Implement these structures when the school year resumes. <p>Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Equity: Resource Equity, ODLSS: Behavior Support, ODLSS: District Representatives, Teacher Leader Development & Innovation: Teacher Teams</p>

Strategy 2

If we do...	If we create a plan of implementation to support the strengthening academic press through the focus on targeted instruction and intentional planning of foundational skills that build the cognitive demands needed for higher achievement
Then we see...	higher levels of reading and math mastery, increased student and teacher engagement, productive feedback cycles, and data-driven individualized instruction
which leads to...	an accelerated path of student growth that supports mastery of grade-level specific foundational skills, and increases that reach 10-15% growth levels across all grades

Budget Description	School-level budgeting to allocate resources for partnerships, professional development, and extended school day time to support closing GPS for students, and enhancing capacity building for teachers.
Tags	Instruction, Family & Community Engagement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, MGIB: IB, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: SEL Instruction, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Planning sessions, securing continued partnerships peer observations, calendar alignment, continued use of interim assessments to drive instructional needs. and design <p>Tags: Instruction, Family & Community Engagement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, MGIB: IB, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: SEL Instruction, Teacher Leader Development & Innovation: Teacher Teams</p>

Strategy 3

If we do...	If we create a plan of implementation to support the strengthening of mastery of the major works in each grade, that build the cognitive demands needed for higher growth, achievement, and curates intentional planning and instructional delivery to impact the academic press
Then we see...	higher levels of reading and math growth outcomes, increased student and teacher engagement, feedback cycles, and personalized data-driven individualized instruction
which leads to...	Increased student academic achievement that helps close the gaps for students in grades 2-8 as evidenced by DWA's, and accelerate the current growth in math from 69% to 79% and reading from 59.6% to 70%. This metric should continue to grow 10-15% each year at a minimum to close the current gaps.
Budget Description	Make budgetary allocations that support OST efforts, and continue the needed extension of the school day during the week and Saturdays. Allocations to support professional development during and after the school day, as well as to support enrichment opportunities that involve students and families during the course of the year.
Tags	Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, MGIB: IB, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment

Action steps	<ul style="list-style-type: none"> (Not started) Scheduling and designing a standards-based implementation plan to support the planning and differentiation of instruction Using interim assessment windows to drive instructional outcomes Professional development calendar supported and implemented with fidelity, that utilizes partners, district, and network supports. <p>Tags:Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, MGIB: IB, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment</p>
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Strategy 4

If we do...	If we develop a plan of implementation to support the acceleration of student attainment through rigorous instructional delivery and tasks that develop higher achievement
Then we see...	higher levels of reading and math mastery, increased student and teacher engagement, a greater percentage of students advancing to grade-level performance
which leads to...	increased student academic achievement that helps close the gaps for students in grades 2-8 as evidenced by DWA's, and accelerate the current attainment in math from 42.3% to 52.3% and reading from 50.3% to 60.3%. This metric should continue to grow 10-15% each year at a minimum to close the current gaps.
Budget Description	Make budgetary allocations that support OST efforts, and continue the needed extension of the school day during the week and Saturdays. Allocations to support professional development during and after the school day, as well as to support enrichment opportunities that involve students and families during the course of the year.
Tags	Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, MGIB: IB, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> (Not started) Scheduling and designing a standards-based implementation plan to support the planning and differentiation of instruction Using interim assessment windows to drive instructional outcomes Professional development calendar supported and implemented with fidelity, that utilizes partners, district, and network supports.

	<p>Tags:Instruction, Assessment: Improving Assessment Literacy, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment</p>
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Action Plan

Strategy 1

enhance current team meeting structures, tools, and expectations with actionable next steps needed at the close of each session. Implement these structures when the school year resumes.

Sep 07, 2020 to Jan 04, 2021 - ILT

Strategy 2

Planning sessions, securing continued partnerships peer observations, calendar alignment, continued use of interim assessments to drive instructional needs. and design

Sep 07, 2020 to Jan 04, 2021 - ILT Teacher Teams

Strategy 3

Scheduling and designing a standards-based implementation plan to support the planning and differentiation of instruction Using interim assessment windows to drive instructional outcomes Professional development calendar supported and implemented with fidelity, that utilizes partners, district, and network supports.

Sep 07, 2020 to Jan 04, 2021 - Admin ILT Teacher teams ISL

Strategy 4

Scheduling and designing a standards-based implementation plan to support the planning and differentiation of instruction Using interim assessment windows to drive instructional outcomes Professional development calendar supported and implemented with fidelity, that utilizes partners, district, and network supports.

Sep 07, 2020 to Jan 04, 2021 - ADMIN ILT Teacher Teams ISL

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

In order to meet the needs of the learning community at Perkins Bass supports are in place to increase levels of growth and attainment in major content areas, improve the outcomes of the DL student populations.

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

By using a standards-based curriculum that supports data-driven instructional cycles to teach, assess, and modify instruction to meet individual student needs, we will meet students where they are and support race; acceleration, and growth within and across the standards.

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.

We will use a variety of supports, resources, and instructional techniques to support the teaching and learning of students. A personalized approach to learning supported by technology and differentiation will help drive the outcomes for students.

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).

Through the use of MTSS, students identified as tier 2 & tier 3 will be supported through intervention, out-of-school time supports, extended day supports, and other SEL based practices that seek to meet students' academic achievement goals. The use of a personalized approach to learning helps to ensure students have

voice and choice in the learning progress and are actively involved in goal setting and feedback cycles for improvement.

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

Through the use of district & university partnerships, we support high levels of teacher autonomy, collaboration, coaching, mentorship, and the development of building capacity within the teaching teams. This allows for teachers to grow, build self-efficacy, and seek out opportunities to learn independently and to share new learning.

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.

We use high-level partnerships that collaborate with school leadership and staff to develop professional development plans and goal setting for teacher teams and teachers based upon need. This helps to develop learning communities that support growth, development, and teacher leaders across the school community. We support increased learning around educational technology tools, progress monitoring, SEL, and a balanced approach to literacy and math instructional strategies, all in an effort to improve teacher effectiveness and student outcomes.

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

We invite parents into the school community using a variety of strategies. With the use of our FACE partnership, and community government we have hosted a variety of student and school-wide engagement initiatives. Bring your parent to school events, holiday events, family nights that are both fun and instructional (literacy night, STEM night, Turkey BINGO, game/movie night). In addition to our district-wide conferences and meetings we have engaged families in many ways to increase parental involvement.

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.

Meetings bi-weekly & quarterly with teachers from both programs to discuss transition processes, goals, and student needs.

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.

Every year teachers meet and vote on a school-wide assessment plan that involves all teacher's feedback for implementation and use of assessments for each content and grade level. The plan is approved by a voting process each year.

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.

Students are going to be supported during school, after-school, and offered Saturday school enrichment and academic opportunities to close gaps and/or boost acceleration where needed. Through the use of

data analysis, teachers will work to identify students' needs and plans will be put into place to meet the highlighted needs.

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.

Through the PAC programs and meeting to support parents, and the community will ensure that supports within the community are made known to parents. The PAC will coordinate sessions to supply classroom tutoring services, learn strategies to help with school work, and effectively communicate with the teachers to support students at home and at school. Community-based agencies and resources will collaborate with the PAC and school to support efforts under the guidelines.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents will be involved in the development of plans and policies by 1) Principal's Annual Title 1 meeting, 2) Parent Advisory Committee Organizational meeting, 3) PAC monthly meeting and 4) Local School Council monthly meeting.

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

describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Parents will be given a copy of all documents pertaining to the Title 1 programs and requirements at the Principal's Annual meeting start of the 2020-2022 school year, as well as the PAC Organizational meeting. Parents will also receive a copy of the schedule PAC and LSC monthly meeting dates. The parents will get written notices of meeting by 1) flyers sent home by students, 2) mail, 3) phone calls, 4) word of mouth, and 5) notices posted around the school. The Principal's Annual meeting and the PAC Organizational meeting will be held in September of 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.

The Principal will address this information in the Annual Title 1 meeting as well as with the quarterly "State of the School" meetings and also in letters address to parents to keep them updated on their child's progression during the school year. Parents can also access this information on the Parent Portal and the school's website.

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 on their child's progress at report card pickups, on the school's website and on the 5 weeks progress reports sent home with the students. Parents can also review their child's progress on the Parent Portal.

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.

Parents will receive a letter address to them by the Principal and/or a special meeting held to address the concern and to inform parents on the qualifications of a teacher in the event of a teacher who is not "highly qualified " that may be assigned to a classroom

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.

Parents will receive information on how to understand and monitor their child's assessment and academic progress at the "State of the School" addresses which are done quarterly by the Principal, at report card pickups, parent-teacher conferences, and the Parent Portal.

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.

Parents will be able to attend training on advocacy, leadership, computer literacy, continuing education, and career planning to assist them in becoming an essential part of their child's education. Parents will also receive training on the Parent Portal as well as with social-emotional aspects.

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

Staff will be asked to facilitate workshops for parents to help build bonds of teacher-parents collaborations. Parents will be welcomed at all school's family-oriented events to foster the development of family-oriented learning. This will also be accomplished through parent-teacher conferences at report card pickups and at conferences set up by their child's teachers when needed. Parents can also communicate with their child's teacher on the school's website.

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.

Parents will be invited to attend beginning, middle, and end of the year meetings to inform them of the expectations of the Head Start program. Parents are always welcome to participate and volunteer within the school. Workshops will be offered for parents to help them transition into these roles within the school.

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.

Parents will be notified of all meetings, programs, activities and training by 1) flyers sent home with every student, 2) by mail, 3) by phone calls, 4) by word of mouth, 5) notices around the school and 6) parents will receive a copy of all scheduled meetings for both PAC and LSC monthly meetings.

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.

[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.)

Perkins Bass Elementary will ensure that all students are provided a rigorous fine arts curriculum with differentiated instruction in reading, writing, math and science. Students will become 21st Century learners through leadership development, cooperative learning and a nurturing environment, that honors diverse learning and encourages student responsibility in order to become college and career ready.

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

Parent-teacher conferences will be held at report card pickups, before and/or after the school day and by the discretion of the teachers when needed.

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 reports on their child's progress by a 5 weeks progress report sent home with students, at report card pickups, through the Parent Portal, at quarterly data meetings hosted by the Principal and by accessing the school's website.

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

Staff is available to speak with parents before the start of the school day, at the end of the school day, by appointment, at report card pickups, by emailing teachers on the school's website and on teachers' prep/ lunch periods if preferred by teachers.

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 must complete a volunteer package and submit and clear authorization for a background check and TB testing. After completing this, parents will be allow to volunteer in the aspects of classroom helpers, hall and lunchroom monitors, greeters, recess support, and in other aspects within the school.

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

Parents can monitor their child's progress by access the school's website, through the Parent Portal, having parent-teacher conferences, attending the report card pickups and monthly PAC meetings.

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

Parents have the opportunity to voice their concerns and suggestions on the education of their children in the monthly LSC and PAC meetings. They may also, make an appointment to speak with administration regarding their child's education.

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).

Parents must ensure that their child adheres to the Student Code of Conduct as well as follow the Positive Behavior Interventions and Strategies that the school has in place. Parents must make sure that their child is in attendance every day and ready for instruction.

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.

Develop parenting skills through self-sufficient workshops such as continuing education, financial literacy, computer literacy, and advocacy so that parents can partner with the school to help their child in academic growth.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also	\$500.00

	purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$700.00
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)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1500.00
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.	\$343.00
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 be used only by parents.	\$0.00