Medgar Evers Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020		SEF Rating

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

- 4 - 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 4 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Teacher lesson plans. observations, REACH, pop-ins, Deep Dives and Peer Observations.
- 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 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 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 4 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 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: Our ILT, PLC, and GLT meetings.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 4 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence**: Lesson plans, NWEA MOY Data, Teacher Assessments, Gradebook, NWEA EOY Data, Compass Reports, IRA Assessment Data.
- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence**: Lesson Plans, Peer observations, Lesson Plan Feedback, Pop-Ins, Authentic Student Work Posted, REACH.
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 2 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
  - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 4 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs

- o 2 Improve and promote assessment literacy
- o 4 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**: Gradebook, District Assessments, Authentic Classroom Assessments, Authentic Student Work Posted.
- 3 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 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 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 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 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 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 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 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 4 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 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 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)
  - o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: Gradebook and Student Folders.
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Navience, College and Career Day, Student Activities, Counselor/Student Conferences.

Quality and Character of School Life

- 3 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 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**: SEL, Lesson Plans addresss SEL competencies, Second Step, School Incentives and Before, during and after-school activiteis.
- 3 - Student Voice, Engagement, and Civic Life

- o 3 Study politics
- o 3 Become informed voters and participants in the electoral process
- o 4 Engage in discussions about current and controversial issues
- o 4 Explore their identities and beliefs (REQUIRED: OSEL)
- o 2 Exercise student voice (REQUIRED: OSEL)
- o 2 Authentically interact with community and civic leaders
- o 3 Engage with their community
- o 2 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**: Alderman visits to the school, Food Drives, Coat Drives, Visit the Homeless Shelter, Visit Washington D.C. Toy Drive.
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 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 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: My Voice and My School Review, Student Voice Committee, We School Organization, PAC and LSC.
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Staff Activities during the school day and after, Student Voice Committee, Posted Rules in the Classroom, Safety and Security Committee, Student and Staff Code of Discipline Books.
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English

- o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**: Assemblies, Parent Communications, Black Board Connect, Back to School Rallies, Report Card Pick up 2x per year, conferences with at risk students.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
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
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	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	Positive trend in mathematics scores on EOY NWEA leading towards student attainment.
Root Cause 1	High percentage of daily instruction is whole group instruction, as well as under-utilization of student progress monitoring, and an inefficient utilization of ongoing informal assessments to gauge student mastery of basic skills.
Area of Critical Need 1	Consistant analysis of student growth in MTSS leading to data driven instruction.
Root Cause 2	Limited MTSS team to analyze data and assist and guide teachers in instructional methodology. Also a lack of a Progress Monitoring tool.
Area of Critical Need 3	Assessments that are differentiated and aligned to instruction which will reflect student growth and promote student mastery.
Root Cause 3	Assessments are not differentiated for various levels of learners in the classroom schoolwide. Assessment methodolody is not varied to allow for students to demonstrate understanding of concepts in more than one way.

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 Growth G3-8 (Reading)	Overall		55.00	60.00
After reflection on the SQRP data. Identified as an area of weakness.	Students with IEPs		48.00	53.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		50.00	55.00
After reflection on the SQRP data. Identified as an area of weakness.	Students with IEPs		15.00	20.00

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 Attainment Percentile - Math (Grades 3-8) This group of students are showing good results and we want to keep the momentum going.	African American		42.00	45.00
	Students with IEPs		3.00	5.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We rated as well organized. Areas of focus will be teacher collaboration and student safety.				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...	weekly development of differentiated formative and summative assessments embedded in the daily instruction.

Then we see...	teachers establishing checkpoints to progress monitor student growth and analyze student data to provide feedback and inform instructional outcomes for Tier I, Tier II and Tier III students.
which leads to...	students demonstrating mastery through multiple strategies, who can solve real-life applications, and explain their reasoning, which leads to a 5 percent increase of Students On-Track according to the Dashboard Metric.
Budget Description	
Tags	Arts Education: Authentic Arts Integration, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment
Action steps	(Not started) Teachers will submit bi-weekly assessments for administrative review and feedback. Tags:Social emotional, Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) Grade Level Meetings will designate a monthly meeting to focus on review, analysis and provide feedback of student assessments and suggestions for improvement. Tags:Social emotional, Balanced Assessment and Grading

Strategy 2

If we do...	intensive teacher triaining to increase teacher capacity in mathematical practice, content knowledge, and differentiated instruction
Then we see...	teachers' mathematical instruction strengthen consistently across the school. Students increasing mastery levels for On track and state/district/school assessments
which leads to...	an increase of 5 percent attainment from the 38% to the 43% and student growth from 40% to 45%
Budget Description	
Tags	Arts Education: Authentic Arts Integration, ODLSS: Instructional Quality, Personalized Learning: Tailored Learning/Differentiation, Math: Student Discourse, Math: Equitable Access

Action steps	• (Not started) Continue with instructional rounds to support teachers and provide feedback to expand on current teacher practices involving small group instruction within the core subjects of reading and mathematics. Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Math: Rigorous Tasks, Math: Student Discourse

Strategy 3

If we do...	develop a research based criteria for identifying at risk students as well as develop a menu of interventions aligned to the needs of Tier I, Tier II and Tier III students.
Then we see...	training on effective identification of students and their placement in the appropriate tiers of intervention, as well as, aligning students to effective high-quality academic and social emotional interventions in all three tiers.
which leads to...	systematic criteria and intervention structures implemented to support at risk students including their deficiencies, grade level challenges and social emotional needs with fidelity and consistency as identified from the Essential Elements of a fully embedded MTSS program.
Budget Description	
Tags	Balanced Assessment and Grading, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation, SSCE: Informed Action: Project-based learning or Service Learning, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Equitable Access
Action steps	• (Not started) Train teachers how to create assessments in Compass for math and reading for grades 3-8 while utilizing Amplify to progress monitor reading in grades K-2 as a progress monitoring tool for struggling and/or off track students. Tags:Arts Education: Authentic Arts Integration, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Create an MTSS team to analyze data and assist teachers in instructional methods and strategies as needed and educate fellow staff members on the aspects of MTSS which includes MTSS team members attending MTSS Professional Development meetings regarding MTSS and reporting back to the entire staff. Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership • (Not started) Outside Professional Development focusing on implementing the problem solving process. Tags:Equity: Inclusive Partnerships, MTSS: Shared Leadership

Strategy 4

If we do...	If we focus on incorporating Tier I SEL Instructional techniques using Second Step, in conjunction with conflict resolution skills, and weekly SEL competency lessons
Then we see...	Increase in building positive relationships among students and staff leading to student voice and engagement along with a commitment to deeper learning and improved school/classroom community culture.
which leads to...	a movement from neutral to very strong in student-to-student relationships and student-to-staff relationships according to student responses on the 5 Essentials Survey, student surveys as well as an overall decrease of student referrals for student misconduct amongst one another and an increase in positive student behavior.
Budget Description	Purchase of 6-8 Second Step curriculum/program.
Tags	CBE: SEL Integration, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	• (Not started) Weekly SEL activities, evident in lesson plans, school counselor's weekly counselor corner, administration observation and included on school web-site/marquee. Tags:CBE: SEL Integration, MTSS: Family and Community Engagement, MTSS: Problem Solving Process, OSEL: SEL Instruction

Action Plan

Strategy 1

Teachers will submit bi-weekly assessments for administrative review and feedback.

Sep 07, 2020 to Jun 22, 2021 - Teachers and administrators

Grade Level Meetings will designate a monthly meeting to focus on review, analysis and provide feedback of student assessments and suggestions for improvement.

Sep 07, 2020 to Jun 22, 2021 - Teachers and Administrators

Strategy 2

Continue with instructional rounds to support teachers and provide feedback to expand on current teacher practices involving small group instruction within the core subjects of reading and mathematics.

Sep 07, 2020 to Jun 22, 2021 - Teachers and Administrators

Strategy 3

Train teachers how to create assessments in Compass for math and reading for grades 3-8 while utilizing Amplify to progress monitor reading in grades K-2 as a progress monitoring tool for struggling and/or off track students.

Sep 07, 2020 to Jun 22, 2021 - Instructional Leadership Team, staff and administration

Create an MTSS team to analyze data and assist teachers in instructional methods and strategies as needed and educate fellow staff members on the aspects of MTSS which includes MTSS team members attending MTSS Professional Development meetings regarding MTSS and reporting back to the entire staff.

Sep 07, 2020 to Jun 22, 2021 - MTSS Team, staff and administrators.

Outside Professional Development focusing on implementing the problem solving process.

Sep 07, 2020 to Jun 22, 2021 - MTSS Team, Staff and Administration

Strategy 4

Weekly SEL activities, evident in lesson plans, school counselor's weekly counselor corner, administration observation and included on school web-site/marquee.

Sep 04, 2020 to Jun 17, 2022 - Staff and Administration.

Fund Compliance

ESSA Program

[ ]

ESSA Schoolwide Program

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

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

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.

For the school year the school will involve parents in the joint development of the CIWP. They will review and make revisions of other NCLB-Title 1 School parental Involvement plan & policy. The school will advertise monthly meetings, dates and times to discuss to make suggestions for the plan. The PAC will distribute surveys at Open House, Annual and monthly meetings, school assemblies, parent conferences for input in the parent involvement plan/policy. PAC will invite FACE consultant of title 1 to host workshop on Title 1 policies.

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

The school,will hold an annual meeting at the projected times as indicated by the district/network. Notifications and automatic calls will be sent out to parents for the meetings. Parents will also have the chance to select dates/times for PAC meetings through out the year. The school will also host a number of additional parent and family engagement meetings.

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.

PAC will host a meeting in which parents can vote on the best date/time for PAC meetings through out the year. The school will provide the parents with a needs assessment survey to get suggestions, ideas, participation and decisions concerning the school and their child's education.The school will also allow PAC ti have a representation table at all school functions to communicate the school's mission/vision. the school will send communication via phone,email,school marquee and newsletters.

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.

The school will provide parents with different reports of the child's performance on district/state assessments at required parent teacher conferences. The school will also provide parent conferences every five weeks for students that performing below the standards.

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.

The school will provide state notification to parents when a teacher is highly or not highly qualified as defined in the Title 1 regulations.Letters will be sent home to every parent/guardian.

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.

The school will hosp meetings on how to analyze the state/district assessments. The school will provide resources to the parents on how they can support their child. The school will host workshops with the PAC on topics that parents identified as priorities and areas that they would like to support their child/ren.

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.

PAC will host and bring in guest speakers in areas, needs and interest within the Title 1 guidelines. The school will provide literature, resources, materials, technology and training within the school, network, district and state. Parents will have opportunities to receive training on Aspen parent portal, Compass and Amplify programs.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the

education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The school will conduct workshops for parents and teachers collaborating and communicating to build home school relationships. The leadership team will ensure that the parents/teachers take an active role to promote college/career readiness for all students. There will be surveys meetings and a suggestion box in which parents will be able to voice needs, concerns and opinions.

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 also include State Pre-Kindergarten parents in school-wide and monthly PAC meetings. The parents will receive notification of meetings, newsletters and events hosted by the PAC and 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.

The school will ensure that information related to the school and parent/family programs, meeting and other activities will be sent to parents in understandable,friendly and uniform formats with school letterhead. This will also be accomplished by sending parent newsletters and all communication approved and signed by the school principal.

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)

NA

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.)

Medgar Evers will prepare a rigorous pathway to college/career success. The mission is to provide and maintain a creative climate wherein all students can develop intellectually, emotionally, artistically and socially to the fullest potential. The determination will be accomplished with the fusion of academic and fine arts that will provide the academic, artistic and cultural development of all students, through a strong family commitment, in partnership with the school and community, the school will strive to develop students that are life long learners and productive global citizens in society.

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.

On selective parent conference days, PAC will also host a parent resource fair which allows parents the ability to visit vendors that will support/give resources to them for their child/ren. Vendors will also be asked back to present additional workshops. The school will host two parent conferences as selected by the district. the conference months will take place in November and April of the school 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.

Student progress reports will b provided at the 5th, 15th, 25th and 35th weeks of the school year. Parent informational meetings will take place to explain the language and how to read parent reports and student assessments. State, district and school level reports will be given or sent home to parents.

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

Parents will have the opportunity to see teachers for conferences as designated by the district, network and school. Teachers will communicated and conduct conferences for students that are off track as needed. Parents can contact teachers through parent portal, CPS email, school phone or setting up a conference date. Parents can make appointments to communicated with parents for a conference before, prep or after school as agreed by both stakeholders. During instruction, conferences will not be permitted.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are encouraged to complete the on-line volunteer application. They are encouraged to participate as chaperones on field trips. volunteers in the classroom or events through out the regular instructional day.

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

PAC will host a variety of workshops/meetings on subjects that parents may need additional support/help to better successfully assist with their child/ren. Parents are encouraged to reinforce learned material that was learned through out the school day by ensuring that homework is completed and students understand what is expected of them in order to show mastery levels. Students will have the opportunity to complete Compass folders, read daily, drill/study and practice basic math facts. parents are required to check/track their child's academic progress. Teachers will communicate with parents by phone, email or conferences to ensure that attendance rises above the 95% of the district but maintain attendance at the school's

designated percentile level. Parents will also have a tool on the school's website on contacting teachers/staff. The school marquee also promotes good attendance, and highlights accomplishments of students excelling in academics, attendance and social emotional learning behaviors.

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

PAC will hold monthly meetings where parents can ask questions/concerns. If parents can't make the meetings, they can leave questions/concerns in the suggestion box or speak directly to a parent council member. Parents are given a variety of contact communication tools for that teachers that are posted in the parent/student handbook, school website and directly from the teacher. Parents have the opportunity to participate in decisions concerning their child through IEP meetings, data conferences, assessment reports, graduation activities that are distributed through out the school year. Administration has an open door policy for parents to communicate their wishes and concerns.

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).

Teachers conference with students ongoing and at every 5th week interval of the school. they share information concerning grades, On/off track, attendance, assessments and behavior. Intermediate/middle school students are encouraged to log in Aspen and track their grades on the portal weekly. Progress reports are given every 5th week as designated by the district. Compass reports are checked weekly. Students are recognized for good academics, attendance, behavior, sports and special events through out the school year.

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 goal of Evers is to empower parents to become champions and active partners in their child's academic and social behavior. We want to equip parents with strategies that will support students at home. The goal is also to increase parent involvement in the school for parent partnerships.

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 purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$100.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$368.00
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.	$500.00
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.	$300.00
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.	$207.00
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