

Robert Fulton Elementary School 2020-2022 plan summary

Team

| Name | Role | Email | Access |
|------------------------|--------------------------------|---------------------|------------|
| Linda Coles | AIC | lhcoles@cps.edu | Has access |
| Michael Cox | AP | mjcox@cps.edu | Has access |
| Alison Alvarado | Pre-K Diverse Learners Teacher | aedurec@cps.edu | No Access |
| Shana Kass | Pre-K Teacher | shkass@cps.edu | No Access |
| Yocelin Cintron | 2nd grade teacher | ycintron1@cps.edu | No Access |
| Jayme Christ | 3rd grade teacher | jlchrist@cps.edu | No Access |
| Tracey Hines | 4th grade teacher | tjwalker1@cps.edu | No Access |
| Brandi Whitfield-Lewis | 5th grade teacher | bbwhitfield@cps.edu | No Access |
| Andrea Parker | Middle School ELA | asparker@cps.edu | No Access |
| Arturo Quiroz | Bilingual Lead Teacher | aquiroz@cps.edu | No Access |
| Diana Cade | LSC President | | No Access |
| Juliana Molina | Parent Rep | | No Access |
| Leslie Bailey | Diverse Learners Teacher | ljbailey@cps.edu | No Access |

Team Meetings

| Date | Participants | Topic |
|------------|--------------|---|
| 01/23/2020 | CIWP Team | CIWP Overview/ Identify Areas of Critical Needs |
| 05/14/2020 | CIWP Team | Revise Strategies/Action Items |
| 04/30/2020 | CIWP Team | Developed Action Steps for Theory of Action |
| 02/13/2020 | CIWP Team | Root Cause Analysis for Areas of Critical Need |

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:** gather and use current and local student and teacher performance. attend to data and assess results to review and revise school and classroom practices. all team members have equity of voice and are actively engaged in asking questions. Regularly inform and engage stakeholders of key data and work of the ILT. ILT will create and use protocols for planning, peer observations and grading practices. Use data to systematically consider root causes based on thorough review of evidence
- 2 - Structure for Continuous Improvement
 - 2 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
 - 2 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
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** ILT members currently working on continuous cycle to conduct peer observations to find an instructional focus. ILT members, based on last year's SEF, decided the need of a new MTSS protocol. ILT members worked with various staff members to develop a protocol that addressed the needs of all students. ILT members reviewed MSMV survey data, and saw students did not feel connected to the school. The members worked with culture and climate team to brainstorm ways to make the students feel more involved in the school. This resulted in the implementation of a student council and student voice committee.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 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:** Creating units and assessments aligned to common core standards that provide the rigor needed for students prepared for the next grade. Unit plans are aligned with the Network scope & sequence (reading and math). Reading workshop approach/balanced literacy & leveled readers/interest classroom libraries. Leveled book room for teachers to use when planning guided reading lessons. Teachers use CPS social science curriculum.
- 3 - 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
 - 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
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 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:** ILT members will conduct peer observations for standard/task alignment, looking for level of rigor and differentiation of learning task to meet the needs of all students. During GLM, teachers bring work samples to analyze student work looking for misconceptions and discuss students' abilities and ways

to increase student achievement. Collaboration between gen ed and diverse learner teachers to share strategies to meet the needs of all students.

- 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
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 1 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:** No zero policy; minimum of 40% or equivalent; retakes and redos implemented; gradebook audit twice a quarter; agreed upon gradebook categories and weight by grade and content areas
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 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)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 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)
- 3 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)
- 3 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 1 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)
- 3 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)
- 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)
- 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)
- **Evidence:** ILT members reviewed EOY MTSS ratings on SEF and determined the need for an MTSS team. ILT members developed a MTSS team of staff to identify strategies and interventions for all three tiers of students. MTSS team created a protocol that informs parents of their student's progress
- 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
- 2 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:** ILT members work with the counselor to ensure that 7th grade students are aware of the expectations for HS admission. Counselor works with 8th grade students and parents to educate them on how to use and select HS of their choice in GoCPS.

Quality and Character of School Life

- 2 - Relational Trust
 - 2 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:** Dean of Culture and Climate works with student council and SVC members to get feedback on ways to strengthen teacher-student relationships. Staff members are building positive relationships with students, where teachers check in and check out with students
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Teachers are creating lessons that deal with student voice, engagement and student life
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 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:** We have student crossing guards, SEL curriculum, Fulton student agreements. All adults are on active supervision.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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:** Student logger referrals; MTSS; PBIS; afterschool hour of reflection; staff is working to create a climate of using positive framing to redirect behaviors
- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 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:** PAC & BAC monthly meetings, parent portal, literacy and math nights, family dances, attendance & academic meetings with parents, fundraising activities (McDonald's night). Partner with Hyatt Hotels, City Year & City Base

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 | 0 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 3 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 1 |

| Score | Framework dimension and category | Area of focus |
|-------|---|---------------|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | 0 |
| 2 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | 0 |
| 2 | Quality and Character of School Life: Family & Community Engagement | 0 |
| 2 | Quality and Character of School Life: Relational Trust | 0 |
| 2 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | 0 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 2 |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | 0 |
| 3 | Quality and Character of School Life: Physical and Emotional Safety | 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.

| | |
|-------------------------|---|
| Area of Critical Need 1 | Attendance Rate 93% |
| Root Cause 1 | Attendance not being taken correctly. Multiple siblings are out during a given day. Students who stays over other parent's or other relatives house over the weekend and consistently miss Mondays and Fridays. Students who do not live in our attendance area who are constantly out during inclement weather. Whenever one student is ill, parents typically keep all their children home from school. A number of our parents are not home in the |

| | |
|-------------------------|---|
| | morning to ensure that students wake up and get to school on time. We made adjustment to student incentives and made a conscious effort to include students' choice. |
| Area of Critical Need 1 | Second Grade Reading Attainment |
| Root Cause 2 | Lack of foundational skills (Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency) First year that phonics is explicitly being taught from k-2 teachers have not had an opportunity to really understand each component necessary and what needs to be included in phonics instruction and it is the first time that most of our students are receiving explicit phonics instruction daily. Students lack the foundation skills, high ELL population, lack of progress monitoring to adjust instruction and K- 2nd grade attendance currently at 92% |
| Area of Critical Need 3 | Second Grade Math Attainment |
| Root Cause 3 | Focus more on language arts than math, lack of paying attention to language development and communication skills od ELL students, heavy emphasis on number sense, basic addition and subtraction facts, learning task are not aligned to the Common Core Standard, K- 2nd grade attendance currently at 92% |

Vision metrics

| Metrics (select 3-5) | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|---|--------------------------------------|------------------------------------|----------------|----------------|
| Vision: Attendance Rate | Overall | | 96.00 | 96.50 |
| We choose attendance because, over a three year period, we have been below 95%. | | | | |
| Vision: NWEA Attainment G2 (Reading) | Overall | | 25.00 | 35.00 |
| We chose 2nd-grade reading attainment as our goal because, since 2016, the 2nd-grade students are scoring in the 1st?or 2nd percentile and are entering 3rd? grade below grade level. | | | | |

| 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 (Math) | Overall | | 25.00 | 35.00 |
| We chose 2nd-grade math attainment as our goal because, since 2016, the 2nd-grade students are scoring in the 2nd through the 10th percentile and are entering 3rd grade below grade level. | | | | |
| (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 92% of our student body took the survey and rated a supportive environment as being weak. | | | | 3.50 | 3.60 |

Custom metrics (0% complete)

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

Strategies

Strategy 1

| | |
|----------------|---|
| If we do... | Build staff capacity to ensure that there is a true understanding of the MTSS approach (Tiered Supports) with differentiated instruction, SEL, and attendance strategies/resources that can be used to support all students (Gen Ed, DL, and EL). |
| Then we see... | All teachers/ESPs implementing the MTSS approach by addressing the instructional and SEL needs of all students through differentiated lessons aligned to CCSS. Teachers |

| | |
|--------------------|---|
| | collaborating/planning on best MTSS practices to provide support for all three tiers of students. |
| which leads to... | An increase in the percentage of students on grade level on NWEA, an increase in the number of students passing the quarterly Anet interim assessment, meeting grade-level goals on TRC/DIBELS, meeting benchmark goals, and students moving from tier 3 to tier 2 to tier 1. A decrease in the number of students being referred for special education and we will have a community of teachers collaborating on best instructional practices to meet the academic and social-emotional needs of all students. An increase in student attendance by 2 percent or more. |
| Budget Description | We will continue our partnership with Anet (Interim Assessments), Lead 180 (Planning Aligned to CCSS), City Year (Attendance, Academic, and SEL Supports), and schedule summer/after school planning time for teachers. The MTSS team will look for research-based interventions and professional development opportunities for the staff. |
| Tags | MTSS, Relational Trust, Budget & Grants, Literacy: Key Practice #5-Creating Content in a Digital Environment, MTSS: Curriculum & Instruction, ODLSS: Assistive Technology, OSCP: Tier 1, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy |
| Action steps | <ul style="list-style-type: none"> (Not started) Quarterly tier all students and create instructional and social-emotional supports for each individual tier of students. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring (Not started) The teachers will collaborate weekly during grade level meetings to analyze student work, formative, summative assessments, and access data to group general education, diverse learners, and English language learners. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring (Not started) The teachers will create weekly SEL lessons and SEL clubs (HUG, Check in Check Out, Rainbows) to address the social-emotional needs of the students. Tags:CBE: SEL Integration, MTSS: Problem Solving Process, ODLSS: Assistive Technology, ODLSS: Related Service Providers (Not started) The counselor and the clinician team will create SEL groups to address the needs of the all students. Tags:OSCP: Social/Emotional Support (Not started) Create an intervention block for grades 4th through 8th to provide differentiated instruction. Grades K through 3rd will provide intervention during language arts and math instruction. |

| | |
|--|---|
| | <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, CBE: Supports, Interventions, or Extensions</p> <ul style="list-style-type: none"> (Not started) Professional Learning to support the implementation of the MTSS approach <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> |
|--|---|

Strategy 2

| | |
|--------------------|---|
| If we do... | Develop Tier 1 instruction that is differentiated and aligned to the CCSS using the Network 11 Scope and Sequence to meet the needs of all students (Gen Ed, DL, and EL) to gain access to grade-level content. |
| Then we see... | Teachers planning and tailoring instruction to meet the needs of individual students. All students collaborating and engaged in high quality, rigorous learning tasks while persevering through setbacks and reengage with the learning. |
| which leads to... | More consistently high student attainment across all standards assessed on NWEA. We will also see an increase in the percentage of students at or above proficiency on the MAP (literacy and math), TRC/DIBELS, Interim and classroom assessments along with students moving from tier 3 to tier 2 to tier 1. |
| Budget Description | We will continue our partnership with Anet (Interim Assessment), Lead 180 (Planning Aligned to CCSS), City Year (Academic, SEL, Attendance), and scheduled summer and after school planning time for teachers. ESL curriculum from grades K-8th Language Arts curriculum for K through 8th that is aligned to Common Core Instructional Materials: All Content Areas License Software: Learning A-Z (K-5), Phonics (K-3), Go Math (K-8), Amplify Science (K-8); EL Component for all Platforms Hiring a half time EL teacher |
| Tags | Instruction, OECE: P-2 Balanced Literacy, OSCP: Tier 1 |
| Action steps | <ul style="list-style-type: none"> (Not started) Create a cycle of learning on a school-wide instructional focus. <p>Tags:Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Use grade-level meetings to focus on the type of lessons that are created to use during the intervention block and its alignment to Common Core. <p>Tags:MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) The teachers will collaborate to analyze formative, summative assessment, and access data to group general education, diverse learners.and English language learners. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment:</p> |

| | |
|--|--|
| | <p>Monitoring Student Learning to Support Growth, OSCP: Tier 1, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Teachers obtaining their English Language endorsement. <p>Tags:Instruction</p> <ul style="list-style-type: none"> (Not started) Monthly vertical aligned grade-level meetings to focus on the planning and intervention needs of students. <p>Tags:Leadership for Continuous Improvement, Curriculum, Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Create an intervention block for grades 4th through 8th. Grades K through 3rd will provide intervention during language arts and math instruction. <p>Tags:CBE: Supports, Interventions, or Extensions, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) The teachers will conduct peer observations, learning walks, and professional learning cycles. <p>Tags:Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, Teacher Leader Development & Innovation: Distributed Leadership</p> |
|--|--|

Strategy 3

| | |
|--------------------|--|
| If we do... | If we utilize our core curriculum (LEAD 180, Anet, Sadler, Amplify, and Go Math) while monitoring the teacher’s implementation of the curriculum and online assessments. Deliver instruction aligned to CCSS cognitive complexity and monitor the effects of teaching and learning through formative assessments, peer observations, learning walks, and professional learning cycles. |
| Then we see... | Teachers delivering instruction aligned to CCSS using assessment data, peer observations, learning walks, professional learning cycles, and analyzing student work to inform instructional decisions (Student Grouping). |
| which leads to... | An increase in student engagement in the lessons and conceptual understanding of the content which will lead to higher student attainment across all standards assessed on NWEA, IAR as well as an increase in the percentage of students at or above proficiency on DIBELS/TRC. Students as independent critical thinkers and teachers as facilitators of aligned tasks to CCSS that require high-level student thinking and explanation of their thinking on the subject matter. |
| Budget Description | We will continue our partnership with Anet, Lead 180, City Year, and schedule planning time for teachers to plan after school. The MTSS team will look for research-based interventions and professional development opportunities for the staff. We will vet a research-based ELA curriculum for K through 8th grade and Amplify Science for grades K through 3rd. |

| Tags | Curriculum |
|--------------|---|
| Action steps | <ul style="list-style-type: none"> <p>• (Not started) The teachers will collaborate vertically to aligned units to the Common Core Standards.</p> <p>Tags:Curriculum, Instruction, Balanced Assessment and Grading, Assessment: PreK-3 Assessment, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OECE: P-2 Balanced Literacy, Science: Curriculum, Science: Equitable Access, Science: Rigorous Tasks, Math: Rigorous Tasks, Math: Curriculum</p> <p>• (Not started) We will look at the Network 11 Scope and Sequence and align it with our Anet assessment schedule.</p> <p>Tags:Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, CIDL: Digital Learning</p> <p>• (Not started) We will create professional development for language arts, math, and for social-emotional learning using Anet, Lead 180, counselor, and the clinicians.</p> <p>Tags:Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Science: Rigorous Tasks, Science: Student Discourse, Math: Rigorous Tasks, Math: Student Discourse</p> <p>• (Not started) For remote and independent learning, we will purchase an ELA and math curriculum that is web-based for the general education, diverse learners, and English Language Learners that be can be accessed at home and school.</p> <p>Tags:Curriculum, Instruction, CIDL: Digital Learning, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, ODLSS: Assistive Technology, Math: Curriculum</p> <p>• (Not started) The teachers will create lessons and assessments that are aligned to the Common Core Standards.</p> <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <p>• (Not started) We will vet and purchase an ELA curriculum for grades K through 8th.</p> |

| | |
|--|---|
| | <p>Tags:CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (On-Track) The teachers will have PD for Go Math in grades K through 8th. <p>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Equitable Access</p> <ul style="list-style-type: none"> • (On-Track) We will purchase (K-3) and provide PD for Amplify Science for grades K through 8th. <p>Tags:Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks, Science: Student Discourse</p> |
|--|---|

Action Plan

Strategy 1

Quarterly tier all students and create instructional and social-emotional supports for each individual tier of students.

Aug 24, 2020 to Jun 18, 2021 - ILT Members, Teachers

The teachers will collaborate weekly during grade level meetings to analyze student work, formative, summative assessments, and access data to group general education, diverse learners, and English language learners.

Aug 24, 2020 to Jun 18, 2021 - Teachers

The teachers will create weekly SEL lessons and SEL clubs (HUG, Check in Check Out, Rainbows) to address the social-emotional needs of the students.

Aug 24, 2020 to Jun 18, 2021 - Teachers

The counselor and the clinician team will create SEL groups to address the needs of the all students.

Aug 24, 2020 to Jun 18, 2021 - Counselor and clinician team

Create an intervention block for grades 4th through 8th to provide differentiated instruction. Grades K through 3rd will provide intervention during language arts and math instruction.

Aug 24, 2020 to Jun 18, 2021 - ILT team, teachers

Professional Learning to support the implementation of the MTSS approach

Aug 24, 2020 to Jun 18, 2021 - MTSS team

Strategy 2

Create a cycle of learning on a school-wide instructional focus.

Aug 24, 2020 to Jan 29, 2021 - ILT

Use grade-level meetings to focus on the type of lessons that are created to use during the intervention block and its alignment to Common Core.

Aug 17, 2020 to Jun 18, 2021 - ILT

The teachers will collaborate to analyze formative, summative assessment, and access data to group general education, diverse learners, and English language learners.

Aug 24, 2020 to Jun 18, 2021 - Teacher

Teachers obtaining their English Language endorsement.

Jun 18, 2021 to Jun 18, 2021 - Teachers

Monthly vertical aligned grade-level meetings to focus on the planning and intervention needs of students.

Aug 24, 2020 to Jun 18, 2021 - ILT and Teachers

Create an intervention block for grades 4th through 8th. Grades K through 3rd will provide intervention during language arts and math instruction.

Aug 24, 2020 to Jun 18, 2021 - ILT and Teachers

The teachers will conduct peer observations, learning walks, and professional learning cycles.

Aug 24, 2020 to Jun 18, 2021 - ILT and Teachers

Strategy 3

The teachers will collaborate vertically to align units to the Common Core Standards.

Aug 24, 2020 to Jun 18, 2021 - Teachers

We will look at the Network 11 Scope and Sequence and align it with our Anet assessment schedule.

Aug 24, 2020 to Sep 30, 2020 - ILT

We will create professional development for language arts, math, and for social-emotional learning using Anet, Lead 180, counselor, and the clinicians.

Aug 24, 2020 to Jun 18, 2021 - ILT and Teachers

For remote and independent learning, we will purchase an ELA and math curriculum that is web-based for the general education, diverse learners, and English Language Learners that be can be accessed at home and school.

May 15, 2020 to May 31, 2020 - Admin

The teachers will create lessons and assessments that are aligned to the Common Core Standards.

Aug 24, 2020 to Jun 18, 2021 - Teachers

We will vet and purchase an ELA curriculum for grades K through 8th.

Jun 01, 2020 to Aug 31, 2020 - Admin, ILT and Teachers

On-Track Sep 01, 2020

The teachers will have PD for Go Math in grades K through 8th.

Aug 01, 2020 to Jun 18, 2021 - Teachers

On-Track Oct 05, 2020

We will purchase (K-3) and provide PD for Amplify Science for grades K through 8th.

May 15, 2020 to Jun 18, 2021 - Admin

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

Fulton convenes its CIWP Team quarterly each school year, the purpose of which to review progress on priorities and action steps outlined for school improvement. In addition, Fulton engages with formal District assessment tools to gauge effectiveness of its Academic, MTSS and SEL programs. Fulton has a structured calendar for engaging teacher teams throughout the year to review District and State assessment data to inform instructional decisions in alignment with these assessments. Review of assessment data occurs formally at the beginning and middle of each year, and during weekly teacher team meetings where ongoing assessment data is reviewed to ensure instruction remains on track with meeting the expectations of state assessment content. In addition, administration conducts frequent reviews of teacher instructional plans to ensure rigor of content and that the instructional strategies differentiate for different groups of learners. Administration also works closely with the Instructional Leadership Team (ILT) and grade level teams to continually review and revise curriculum maps in core subject areas to ensure alignment to CCSS and NGSS standards. In addition to these needs-assessments, professional development for teachers is identified, along with other supports and curricular resources to ensure the delivery of high quality instruction.

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

Fulton will ensure all students grades PK-8 have access to an academically rigorous curriculum that inspires students to think and engage in high quality work. Fulton's curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards. This includes alignment of units of instruction to Common Core State Standards and essential understandings; exposure to grade level and complex texts/ tasks.

Instructional materials are aligned to curricular plans and standards, and are equitably available to all teachers and students. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia, varied tools and supports, alternative pathways, and varied levels of support. Technology is integrated into student learning experiences through the curriculum.

Fulton teachers and school based teams regularly examine student work to inform direction of instruction across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and indicate how the standards are actualized prompting the question whether or not approaches support CCSS. Teachers assign tasks that are cognitively challenging for individual students to provide evidence of their reasoning and reflect the key shifts in Reading and Math per the standards. Teachers also engage students in creating authentic work that allows them to think strategically as speakers, listeners, readers and writers.

Fulton teachers have the ability to flexibly shift between instructional approaches depending on the circumstances by carefully monitoring the effect of their teaching on student learning. They strive to incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding, and promote the emergence of students as self-directed learners to foster student ownership.

Teachers implement balanced assessment systems effectively to measure the depth and breadth of student learning and monitors student progress towards standards mastery and college and career readiness. Assessments produce actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, Fulton's assessment system includes multiple measures and is responsive to the needs of all students, including diverse learners and English learners.

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.

The counselor has defined calendar for providing individual counseling and group sessions with tier 2-3 students differentiated by specific needs. Counseling is followed up with regular check-in system to ensure daily contact with students. The counselor also works intentionally to support college and career awareness by facilitating student engagement in Naviance and by coordinating Career Week events that allow students to explore career interests/ options, along with associated criteria to be able to obtain such careers. The middle school students engaged in career related activities with our partner, Hyatt. The counselor also works directly with middle school teachers to support cohorts of students in preparation for high school selective enrollment eligibility (Go CPS).

At the onset of each year, and at multiple stages throughout, Fulton teachers engage all students in formal goal setting meetings. During goal setting meetings, teachers revisit students' past academic achievement data and current standing, and design goals and action steps for students to be able to progress monitor and remain focused. Progress on goals is revisited at multiple stages throughout the year as new rounds of data become available following beginning, middle and end of the year assessments, and classroom based assessments quarterly.

Fulton has a defined MTSS system and expectations for tier 1-3 academic engagement, including intervention and differentiation to support all learners in achieving at or above grade level standards. This includes differentiated supports for Diverse Learners and English Learners.

Each year, Fulton budgets for extended day intervention programming to support literacy and math development for students in need of tier 2-3 supports (including diverse learners and English learners). Teachers design interventions at each students' instructional level and apply all requirements of the MTSS process outlined above to identify students and track academic progress. In recent years, Fulton has made a large investment in expanding technology devices to move closer to a student/device ratio of 1:1. This acquisition of learning resources, in conjunction with a strategic plan to increase parental awareness and engagement in supporting classroom learning in the home through technology is a key component of how Fulton will continue to provide opportunities for all students to be able to meet proficient and advanced levels of academic achievement.

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).

The counselor has defined calendar for providing individual counseling and group sessions with tier 2-3 students differentiated by specific needs. Counseling is followed up with regular check-in system to ensure daily contact with students. The counselor also works intentionally to support college and career awareness by facilitating student engagement in Naviance and by coordinating Career Week events that allow students to explore career interests/ options, along with associated criteria to be able to obtain such careers. The middle school students engaged in career related activities with our partner, Hyatt. The counselor also works directly with middle school teachers to support cohorts of students in preparation for high school selective enrollment eligibility (Go CPS).

At the onset of each year, and at multiple stages throughout, Fulton teachers engage all students in formal goal setting meetings. During goal setting meetings, teachers revisit students' past academic achievement data and current standing, and design goals and action steps for students to be able to progress monitor and remain focused. Progress on goals is revisited at multiple stages throughout the year as new rounds of

data become available following beginning, middle and end of the year assessments, and classroom based assessments quarterly.

Fulton has a defined MTSS system and expectations for tier 1-3 academic engagement, including intervention and differentiation to support all learners in achieving at or above grade level standards. This includes differentiated supports for Diverse Learners and English Learners.

Each year, Fulton budgets for extended day intervention programming to support literacy and math development for students in need of tier 2-3 supports (including diverse learners and English learners). Teachers design interventions at each students' instructional level and apply all requirements of the MTSS process outlined above to identify students and track academic progress. In recent years, Fulton has made a large investment in expanding technology devices to move closer to a student/device ratio of 1:1. This acquisition of learning resources, in conjunction with a strategic plan to increase parental awareness and engagement in supporting classroom learning in the home through technology is a key component of how Fulton will continue to provide opportunities for all students to be able to meet proficient and advanced levels of academic achievement.

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

Fulton has rigorous standards for selecting high quality teacher candidates. The primary mode of recruitment is through the CPS candidate portal to ensure the availability of a broad draw of candidates to conduct interviews. Fulton also relies on relationship with the CPS Talent Department and other school administrators to refer highly qualified candidates for vacancies. Each year, Fulton administration attends career fairs hosted by Chicago Public Schools. When connecting with candidates, Fulton communicates detailed information related to the schools Level 2+ rating, the abundance of resources available to teachers, the structured academic curriculum, the high level of team collaboration, training and support opportunities offered, and the school's vision to ensure alignment with candidate values and needs.

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.

At the onset of each school year, Fulton's administration, in consultation with the Instructional Leadership Team, Lead 180, Anet, School Clinician, and MTSS Team develop a comprehensive professional development schedule to address areas of improvement as outlined in the CIWP and based on additional District priorities and other school areas of growth. Professional development is provided by a range of facilitators who have a particular expertise in professional learning topics identified. This includes principal, teacher leaders and or/ specialized consultants hired to support the work of the school in key areas of focus. Professional development is centered around three primary areas: 1) Instructional strategies, 2) social emotional learning in alignment with CCSS, NGSS and SEL Standards, and 3) parent development. Additional training is provided to specialized staff that support Diverse Learners and English Learners to ensure that the services required for these subgroups are adequately delivered. Fulton teachers are also afforded opportunities to self-identify areas of growth and external professional development opportunities that the school can help broker and support. Peer observation schedules are designed annually to create professional learning opportunities for teachers, with emphasis on pairing teachers who have complementary strengths in relation to their areas of growth. Peer observations are scheduled to allow each teacher to observe and give feedback with a colleague a minimum of once per quarter.

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

Fulton has a welcoming environment that is warm, inviting, and helpful to all parents. We have communication structures in place to provide frequent, high quality, well publicized opportunities for

families and community to participate in authentic and engaging activities in the school community through our partner, City Year (e.g. student performances/ exhibitions, literacy or math events).

We respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.

Each year, Fulton conducts meaningful consultation with parents by establishing a bilingual advisory council to develop, revise and review the engagement policy. Fulton ensures the establishment of the Parent Advisory Council and the Bilingual Advisory Committee as two primary venues for engaging parents on a monthly schedule to bring relevant information and trainings that will aid them in better supporting their children's academic achievement. The allocation and intended use of Title 1 funds is coordinated in collaboration with the Parent Advisory Council and Title I policy and procedures. The PAC and BAC also coordinate parent trainings associated with understanding Illinois State Learning Standards, Social Emotional Development, nutrition programs, adult education, vocational and technical education, and job training.

The counselor, social worker and other teacher leaders support parent trainings by providing workshops around areas of expertise to increase parent capacity to be able to support their children's learning and social emotional needs in the home. Parents are informed of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like. In addition, parents are informed of attendance expectations and the impact of attendance on a student's trajectory.

Fulton places a strong emphasis on the need for the school to actively engage with parents and family members to ensure active participation. Fulton actively solicits the support and engagement of families as partners in the instructional program through volunteering, attending meetings, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).

Parents are regularly informed of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness on a 5-week cycle, or more frequently as necessary.

In addition to providing proactive communication (e.g. parent handbook, website resources, etc.), Fulton conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. A variety of consistent communication methods are utilized including but not limited to calls, text, mass emails, website, in-person) sensitive to cultural norms and needs. Information is provided to parents in their native language. Partner equitably with parents speaking languages other than English. Parent meetings scheduled with interpreters present to facilitate participation.

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.

Transition of Fulton preschool students to kindergarten takes place throughout the entire preschool year. Fulton has well structured full-day and blended half-day preschool programs with defined curriculum and assessments that supports early learning skills and social emotional development. The daily routines at preschool are developmentally appropriate and precursory to a successful transition to kindergarten learning skills.

During semester 2 of the preschool year in the spring, more formal actions are taken in preparation for transition. The Teaching Strategies curriculum unit for the spring centers on "Getting Ready for Kindergarten" and preschool teachers engage students in reading multiple books about kindergarten and discuss at length the similarities and differences between preschool and kindergarten. Formal transition

activities are also scheduled during semester 2 of preschool to increase student and family exposure to the kindergarten environment, routines, expectations, and to help families overcome any anxiety related to transitioning

Preschool teachers collaborate to share and review preschool student data and checklists to prepare rosters placement, supports, and referrals as needed. If a child has special needs, the clinicians, MTSS team and Gen Ed teacher will convene to make decisions related to program supports. For incoming kindergartners with special needs, Fulton adheres to federal special education law to develop an Individualized Education Plan (IEP) or 504 Plan that will be age appropriate.

Specific recommendations of action steps are provided to parents to help their child prepare for kindergarten before the start of the school year during the summer. This includes Step Up to Kindergarten program, reading lists, conversation topics and routines for parents to employ at home with their child.

The first six weeks of Kindergarten involve a systematic roll-out that gradually acclimates students into the kindergarten environment to help build their familiarity and stamina in the new environment.

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.

Each year per Chicago Public Schools procedures, Fulton administration and teacher grade band teams engage in formal discussions to outline and design a school-based assessment plan. Determining the assessment plan is a collaborative process and takes into consideration comprehensive factors that will make it possible for relevant and timely data to be produced and made available to teachers at varying stages throughout the year to inform instructional decisions. The assessment plan details assessments and associated time-frames for administration for State, District and classroom-based assessments. Once designed, the assessment plan is voted on by the teaching staff to go into effect the upcoming school year. In addition, Fulton also has an instructional Leadership Team that convenes on a predetermined schedule to review assessment structures and practices of the school to be able to provide feedback and support for continued improvement of the instructional program. At the grade level teacher team level, teachers work collaboratively throughout the year on designing units assessments aligned to CCSS and curriculum. At the conclusion of each unit of study, teachers conduct reviews of assessment results and make determinations for re-teaching and intervention to ensure the success of all learners.

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.

Fulton has a defined MTSS system and expectations for tier 1-3 academic engagement, including intervention and differentiation to support all learners in achieving at or above grade level standards. This includes differentiated supports for Diverse Learners and English Learners.

First and foremost, Fulton has a well defined tier 1 curriculum for core subject areas that is accessible to all learners and differentiates accordingly for struggling students. MTSS resources and a menu of strategies are established. Teachers utilize root-cause analysis and leverage data (quantitative/qualitative) to make informed decisions for identifying, planning and delivering differentiated instruction and interventions.

Fulton has a structured calendar for engaging teacher teams throughout the year to review District and State assessment data to inform instructional decisions in alignment with these assessments. Review of assessment data occurs formally at the beginning and middle of each year, and during weekly teacher team meetings where ongoing assessment data is reviewed to ensure instruction remains on track with

meeting the expectations of state assessment content.

There is also a defined progress monitoring schedule that teachers adhere to in order to compile and input data in the District database to track student progress over time (5-week cycles).

In conjunction with MTSS, counselor and clinician supports are defined to ensure the social emotional needs of at-risk students are identified and adequately supported to ensure they remain on-track.

Each year, Fulton budgets for extended day intervention programming to support literacy and math development for students in need of tier 2-3 supports (including diverse learners and English learners). Teachers design interventions at each students' instructional level and apply all requirements of the MTSS process outlined above to identify students and track academic progress.

In recent years, Fulton has made a large investment in expanding technology devices to move closer to a student/device ratio of 1:1. This acquisition of learning resources, in conjunction with a strategic plan to increase parental awareness and engagement in supporting classroom learning in the home through technology is a key component of how Fulton will continue to provide opportunities for all students to be able to meet proficient and advanced levels of academic achievement.

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.

Students are offered a variety of age-appropriate, healthy and appealing food and beverage choices that meet USDA requirements. In addition, Fulton adheres to having healthy celebrations, fundraisers and rewards.

Fulton offers full day preschool and provides children ages 4+ with essential opportunities to learn and practice the social-emotional, problem-solving, and academic skills that they will use throughout their lives.

Students at Fulton are engaged in various opportunities to explore high school and career options. Each year, Fulton leverages the district Naviance curriculum to engage middle school students in formal career planning lessons.

STLS students and their families are provided with assistance at the school level for travel, uniforms, waived school fees, school supplies and other needs based on the specific student and family needs. In addition, the school designates two trained STLS liaisons who work directly with staff to support STLS students and families. Title I fund allocations granted for STLS support are preserved each year solely for this intended purpose.

Fulton employs the school wide implementation of Second Step curriculum as a basis for social emotional learning, including violence prevention and bullying.

Each year, Fulton conducts meaningful consultation with parents by establishing a parent advisory council and a bilingual advisory council to develop, revise and review the engagement policy. Fulton ensures the establishment of the Parent Advisory Council and the Bilingual Advisory Committee as two primary venues for engaging parents on a monthly schedule to bring relevant information and trainings that will aid them in better supporting their children's academic achievement.

The allocation and intended use of Title 1 funds is coordinated in collaboration with the Parent Advisory Council and Title I policy and procedures. The PAC and BAC also coordinate parent trainings associated with understanding CCSS, Social Emotional Development, nutrition programs, adult education, vocational and technical education, and job training. Parents are informed of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like. In addition, parents are informed of attendance expectations and the impact of attendance on a student's trajectory. The use of Parent Portal to connect and engage parents with school is also regularly promoted.

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.

Monthly PAC, BAC and LSC meetings will involve parents. Also, informative newsletters and emails will inform parents and families of all new information. In addition, every 5th week progress reports go home with all students.

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

Annual Title I Parents meeting will be held on October 2020 from 8:30-9:30 in the parent room
Title I Organizational Meeting will be held on October 2020 at 9:30am in the parents room.
We will accomplish this at our Open House. In addition, in coordination with the PAC chairperson and

administration, we will create a calendar that will include meetings that inform families participation in NCLB and Title 1. We will inform parents through mailings, notices sent with students to the homes, and emails.

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.

Parents will attend meetings to participate in the educational process of their children's academic and social/emotional development.

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.

Monthly PAC, BAC and LSC meetings will involve parents. Also, informative newsletters and emails will inform parents and families of all new information. In addition, weekly progress reports go home with all students. We will accomplish this at our Open House. In addition, in coordination with the PAC chairperson and administration, we will create a calendar that will include meetings that inform families participation in NCLB and Title 1. We will inform parents through mailings, notices sent with students to the homes, and emails.

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 Highly Qualified letter will be sent home to notify parents in a timely fashion when their child has been assigned to, or taught by, a teacher that is not "highly qualified."

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Monthly PAC, BAC and LSC meetings as well as Open House and Report Card Pick-Up will have informational sessions on assisting NCLB Title 1 parents on these topics.

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.

The school will have a literacy night, technology night, and reading night. In addition parents will also have a voice in planning this by writing proposals for grant money, surveys, etc.

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.

This will be accomplished in weekly Grade Level Meetings and well as weekly PD. It will also be accomplished as needed during school wide professional development.

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 committee head of these groups will report out to administration about upcoming events that support parent program including preschool.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All notices are translated into Spanish. We will email parents, mail letters, and send communications home through the students.

Policy Implementation Activities

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

<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>

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

<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.)

To do this:

- ? Challenge and reach all students with research-validated strategies in all subjects;
- ? Collaborate with regular education and special education teachers to promote the Least Restrictive Environment for all students; Curriculum is available in students' native language.
- ? Pay continuous attention to the social and emotional development;
- ? Provide an environment that is safe, responsible, and respectful through positive behavioral supports.

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

Parent-Teacher conferences are on Report Card Pick-Up Days as directed by CPS. Scheduled conferences will be held before school (7:30-8) and from 3:00-3:30 as directed by teachers.

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

Progress reports go out 4 times a year. In addition, Fulton utilizes Go For The Gold which is a weekly progress report detailing academics and social emotional goals.

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

Staff is available before and after school. Meetings are held in offices and classrooms as needed.

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 can volunteer after completing the required CPS background check, TB test, drug testing, and fingerprinting. A schedule for volunteers is drafted each year.

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

Parents will sign Go For The Gold weekly. Parents will communicate with the school throughout the year. Parents will attend all Parent-Teacher conferences as well as come to the school as needed.

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 will consult with the school on a quarterly or as-needed basis. Parents are welcome to meet with administration by making an appointment with the school clerk.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will maintain 96% attendance, have a positive attitude, be prepared, and follow the Fulton Agreements: Be Safe, Be Responsible, and Be Respectful. Students will follow the Student Bill of Rights (Student Code of Conduct).

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.

By the end of June 2022, Fulton Elementary School, the Parent Action Committee, the Local School Council and the Bilingual Action Committee will provide training including but not limited to:

- Core Content Instructional Strategies Workshops
- Social Emotional Workshops
- Birth to 3 Parenting Classes

that will support student achievement in Reading and Mathematics and decrease the amount of absences and disciplinary referrals

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. | \$400.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$200.00 |
| 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) | \$400.00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$0.00 |
| 54205 | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$0.00 |
| 54565 | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$0.00 |

| | | |
|--------------|---|--------|
| 53510 | Postage Must be used for parent and family engagement programs only. | \$0.00 |
| 53306 | Software Must be educational and for parent use only. | \$0.00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | \$0.00 |