

Joshua D Kershaw Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Tanya Fields	Principal	tlgregoire@cps.edu	Has access
Jennifer Clayton	Assistant Principal	jdclayton1@cps.edu	Has access
Aileen Lopez	IB Coordinator	alopez5@cps.edu	Has access
Lynnycesa Perry	DL Teacher	laperry@cps.edu	Has access
Kathryn Whaley	Teacher	kjthomas-whaley@cps.edu	Has access
Tasheba Thompson	Teacher	tlthompson1@cps.edu	Has access
Kimberly Newsome	Teacher	kmwilliamson@cps.edu	Has access
Juliane Kenny	DL Teacher	jekenny@cps.edu	Has access
Tiffany Harper	Teacher	tmsheard@cps.edu	Has access
Jackson Latonia	SECA	lsjackson3@cps.edu	Has access
Shaquendo Britten	LSC Member	shaquendo40@gmail.com	Has access
Soni Jones	Student	sjones103@cps.edu	No Access
Darnell Calvin	Student	ddcalvin3@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/28/2020	Fields, Clayton, Lopez, Kenny, Perry, Harper, Thompson, Newsome, Jones, Calvin	Team Members, Rate SEF Categories

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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Kershaw schools' theory of action helps us narrow the achievement gaps and address student performance needs to improve instruction and ensure academic and social emotional success for all students. We have established a shared vision and unwavering commitment to student achievement and overall success. All teachers, school stakeholders, along with the administrative team review and analyze school-wide data included, but not limited to NWEA, IRA and SQRP data sources. We have created strategic action plans to outline how we will achieve our expected goals. We have developed a culture of achievement that builds students identity, agency and authority by providing all students with their assessment data and having them set personal growth goals and expectations for themselves. The school conducts collaborative performance management deep dive sessions to analyze recent data necessary to ensure our instructional goals are being met and monitored consistently. The school implements individual teacher deep dive meetings to monitor academic progress through on-going data analysis. Formal REACH and informal pop-in observations (with meaningful feedback) are centered on improving small group differentiated instruction, instructional rigor, student levels of engagement and higher order thinking skill acquisition and questioning. Lesson plans and action plans will be reviewed for rigor, curriculum map alignment and teaching/re-teaching based on recent assessment data. Principal Leadership: All teachers are provided with tiered levels of support based on their individual needs according to data contained in REACH, pop-ins, lesson plans and student data performance. Teachers will participate in on-going differentiated professional development (PD) throughout the school year; teachers will have professional development choice to improve their professional growth and be required to attend other PD opportunities recommended by the principal and/or initiated by

Network 11 support staff such as teacher leader institutes and summit cycles. Professional development sessions are designed to give teachers additional strategies to support them in narrowing achievement gaps, improving their daily instruction, and increasing student learning outcomes. Principal shares her vision of academic excellence with parents/guardians, staff and students in formal and informal ways. Our school understands that we are data driven and strategically designing lessons and tasks that prepare students for post secondary college and career readiness. Using student work protocols principal and admin team monitor student work weekly and support teachers with immediate purposeful feedback. Teacher Leadership: All teachers are invested in the successes of the school through leadership in the following areas of service: ILT Team Administrative Leadership Team Data/MTSS Team Family Liaison CIWP Team Attendance Team Union representation IB Grade Level Teams Social-Emotional Support Team (CHAMPS, Second Step, Anger Coping) Mentor/Check-In/Out Stakeholders Extra-Curricular Lead Teacher PPLC Teachers attend out of state IB Conferences to learn and gain more knowledge and acquire skills to be modeled and taught to staff in a train the trainer model, which drives instruction while developing and motivating students to explore and have an appreciation of learning.

- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** To ensure continuous improvement we are building collaborative team structures that analyze data, create action plans, monitor student outcomes and research ways to improve. Our ILT team consists of a variety of school stakeholders including educators from each grade level strand including special education, ancillary educational support staff and related service providers. The ILT team regularly provides differentiated professional development to staff that includes modeling strategies, analyzing data and improving student achievement and school culture by using the MTSS Problem Solving Process to analyze data trends and areas of opportunity for growth. The ILT team reviews and analyzes qualitative and quantitative school data where they review school-wide goals, and create action plans as needed with the teacher teams on ways to improve instruction and rigor. The ILT team meets bi-weekly to develop IB units/planners assessments, inquiry-based instruction while implementing a cooperative approach to learning, with a focus on inquiry and global education.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 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:** Each grade level team meets to develop and reflect on PYP planners and MYP units aligned to IB and common core standards. Curriculum maps are developed quarterly that are aligned with the IB scope and sequence, NWEA testing results and common core standards. Units/planners are used for instruction that exposes all students to grade-appropriate and beyond levels of complexity that is developmentally challenging. Grade level teams meet to ensure units have a central idea, duration period, key questions, activities/tasks, assessments, action and reflections that engage all learners in content areas. Short and long term plans include the supports necessary to ensure that students with disabilities are able to gain core content knowledge and skills. The school performance snapshot shows evidence that teachers are differentiating instruction to meet the various needs of our diverse learners.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 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
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** By offering a school-wide IB education, teachers are afforded an opportunity to plan and create rigorous tasks by aligning CCSS with IB learning standards. As a result differentiated activities are embedded in weekly lessons that remediate and challenge students according to their needs. Students are often engaged in hands on project based learning where teacher questions are high-level and elicit thoughtful student responses. Expectations for learning, directions and procedures, and explanation of content are clear to students. Formative assessments are used during instruction to monitor learning progress and to provide high quality feedback to ensure student mastery. Teachers meet biweekly during grade level team meetings to analyze assessment data using Hess's Cognitive Matrix, Blooms taxonomy as a tool before and after assessments to identify cognitive levels of progression as well as to share best instructional practices. Data is also collected and analyzed from formal and informal observations, weekly pop ins, peer observations, and learning walks to provide whole group, small group and differentiated PD for teachers.
- 3 - Balanced Assessment and Grading

- 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 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:** Kershaw teams utilize the MTSS problem solving process to analyze student academic, social-emotional and attendance data weekly. Grade book analysis and Failure reports are generated and reviewed weekly to identify students off-track for college and career readiness. Strategic action plans are generated and monitored for effectiveness and efficiency. Students are given a variety of formal and informal assessments at the beginning of the school year to assist teachers in analyzing student baseline data. Students are then accurately grouped for differentiated instruction to address noticeable skill gaps. Intervention and Enrichment programs are developed and driven by student academic needs. Teachers create individualized action plans to support tier 3 students who are in need of academic intervention or enrichment in literacy and math. We will continue to provide our students with the following interventions: Re-teaching Scaffolding of instruction One on one instruction Small group , whole group when needed Instructional Videos Enrichment classes Push -in support from Special Ed resource teacher Software programs such as , Study Island, Compass Learning Additional on-line resources and other supplemental materials are used by teacher teams and grade level teachers. All school stakeholders have a vested interest in the well being of our students and extend themselves in assisting students in their academic and social-emotional development. Students are encouraged to talk openly about any challenges that prohibit their growth. The school counselor and clinicians (social worker, speech language pathologist, psychologist and school nurse) provide specialized support, plans and collaboration with school stakeholders to maximize student potential. They also provide parents with supplemental outreach opportunities to meet the severe needs of tier 3 students.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 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)
- 3 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)
- 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)
- 3 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)
- 3 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)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 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)

- 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)
- 3 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:** The school implements a monitoring and adjusting system through performance management sessions where each teacher presents his/her student data which focuses on student's strengths and weaknesses. During the PM sessions teachers present their classroom data and teacher teams analyze trends, and offer suggestions for making improvements. The school as a whole compares our school data to that of other schools in the network area. Admin reviews gradebook weekly to look for evidence of student progression. The Administrative team uses data to determine teacher professional development needs.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Teachers, staff and all school stakeholders promote the importance of attending college and universities by wearing paraphernalia from various institutions of learning every 3rd Friday of the month. Students are now participating as well. At Kershaw our motto is "College is not just an option it's a plan". Students and staff decorate each classroom door to represent the college or university of their classroom teacher we call this "screaming the college theme". College signs are posted throughout the school building. The school counselor provides 6th, 7th, and 8th grade students the opportunity to acquire exposure to Naviance a comprehensive college and career readiness solution for middle and high schools that help align student strengths and interests to their post-secondary goals, and improve student outcomes. Students build post-secondary awareness and career competencies through weekly advisory meetings, student-led conferences, and college and career exploration. Students are also exposed to relevant information about conducting purposeful research and making college and career choices based on student strengths and areas of opportunity for growth. Students have conducted research projects and presentations on the college or university of their choice and presented their findings to the school. Students have also reached out to those schools to gather more information and request paraphernalia. The IB programme challenges

students to excel in their studies, personal growth and in the quest to become a lifelong learner. The embedding of Common Core standards into our IB curriculum and daily instruction also enables our students to be better prepared for making decisions regarding their college and career paths. The IB philosophies also assist in providing students with information in creative ways. This allows students to explore their interests and enrollment into potential High Schools that align to their career choices and also offer the IB program to further support their IB educational paths.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Our school culture reflects a genuine commitment to effectively educate all of our students in a caring and supportive manner. Respect and trust are established and reciprocated between teachers, students, staff and families. At Kershaw, we believe that being positive and respectful to each other is a non-negotiable. Through our studies in the IB program, students are taught to respect themselves and others, their school and surrounding community environments, in addition to the diversity in as other cultures in our society.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Extracurricular activities are offered to all students through Chicago Children's Choir, Chicago Debate League, Gear MX (Web Development and Movie Making classes), Joffrey Ballet, Martial Arts, Science on the Go, etc. Students also attend After-school Academic Programs to enhance learning opportunities.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- **Evidence:** Our top priority is to ensure all students feel physically and emotionally safe within our school environment. Our staff members work diligently to maintain a safe, orderly school environment for all stakeholders. All personnel are knowledgeable about the communication protocol and understand the plans in order to handle an emergency, if it arises. Social Emotional Learning is embedded into the curriculum and taught positively reinforced.
- 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)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Our school, staff and students are all aware of the behavior expectations and will follow established protocols as it relates to misconduct of any student, while understanding that everyone's safety is our main priority. Students and families are provided with a copy of the Student Code of Conduct (SCC) book, which outlines guidelines and expected outcomes of students who behave inappropriately. Teachers have discussed the SCC and student Bill of Rights with their students and have attended CHAMPS trainings, which has provided them with additional resources to guide and teach students the importance of positive behaviors. In order to build a safe and productive learning environment, the entire staff is responsible for modeling positive behavior and will report any discrepancies to the appropriate staff members.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Our school establishes strong parent partnerships by interacting face-to-face with parents on an on-going basis, as well as through written correspondence of school-wide initiatives and expectations. Parents are invited to attend monthly meetings and information sessions. Parents are given opportunities to share information and learn more about their beneficial role in educating themselves to better support their children's academic growth. Teachers and all staff members are encouraged to communicate with parents and families early in the school year and maintain contact throughout the year. Teachers have intimate conferences with students to share assessment data,

growth targets, and create personal goals for each student. Our teachers are encouraged to meet formally and informally with parents to discuss classroom expectations, review and explain current data from assessments and to make parents aware of their child's academic achievement. Parents are encouraged to share any information about their child that could help teachers meet individual student needs. Our parents have access to our website where they can view important information and resources. Our parents also have access to Gradebook Parent Portal, in which they can track up-to-date information about their children's progress, including attendance and more. Parents can view our website to view important information and resources. Our teachers have made their school e-mail addresses available to parents and encourage their use for day-to-day two way communication through ClassDojo.

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	0
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	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	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	Literacy growth among primary students
Root Cause 1	RC was lack of differentiation (Instruction): This was validated because primary teachers do not consistently implement small group differentiated instruction as indicated by the pop-ins trend data
Area of Critical Need 1	Math growth and attainment among 2nd-8th grade students
Root Cause 2	RC was lack of tiered support for students (MTSS): This was validated because individual teacher data deep dives indicate that students have gaps in their learning that are not sufficiently addressed through Tier 1 Instruction
Area of Critical Need 3	Students empowered to take charge of their own self management, social and emotional learning and agency
Root Cause 3	RC was lack of student agency (SEL and Student Voice): This was validated through Unit Planner reviews, classroom and peer observations of engagement and discourse. There is no evidence of the incorporation of student voice nor students being provided choices which allow them to take actions (as an application of their learning). When building student agency is planned for and implemented with fidelity, units of study lead students toward their educational goals (through self efficacy, management and their contribution or service) as IB reflective practitioners

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
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Students in grades 3rd-8th are not making adequate growth in math each year as measured by the NWEA. School-wide goals have been established based on math growth historical data trends and root cause analysis.</p>	Overall		25.00	35.00
	Students with IEPs			
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>Students in grades 3rd-8th and African American Females are not achieving grade level attainment each year as measured by the NWEA. School-wide goals have been established based on reading attainment historical data trends and root cause analysis.</p>	Overall		63.00	67.00
	African American Female			
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>Students in grades 3rd-8th and students in these grades with IEPs are not making adequate growth in reading each year as measured by the NWEA. School-wide goals have been established based on reading growth historical data trends and root cause analysis.</p>	Students with IEPs			
	Overall		46.00	52.00
<p>Vision: Attendance Rate</p> <p>96% or more of the students and African American Males are not attending school on a consistent basis to include 96% or more of the time. School-wide goals have been established based on attendance growth historical data trends and root cause analysis.</p>	Overall		96.00	96.30
	African American Male		96.00	96.30
(Blank)				

Required metrics (Elementary) (100% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey My Voice, My School 5 Essentials Survey goals include improving student feeling of safety and staff collaboration.				95.00	97.00

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...	analyze school-wide data (attendance, gradebook, student work samples, failure rates, on-track reports, weekly formal and informal assessments, progress monitoring, behavioral referrals etc.) weekly utilizing the MTSS Problem Solving Process and root cause analysis in admin team meetings, grade band meetings, Behavioral Health Team and weekly ILT meetings
Then we see...	gaps identified between expectations and performance; Development of teacher and student specific goals and action plans to improve teaching and learning; tiered support for improved academic achievement, attendance and behavior for all students; On-going progress monitoring and actions taken (by teachers, students and admin) towards reaching desired outcomes
which leads to...	Improvement in the average daily attendance for Tier 2 and Tier 3 students; changes will be made to instruction and intervention (literacy and math) to ensure improved growth and attainment for every student; Increase in pro-social behaviors for Tier 2 and Tier 3 students; Decrease in referrals for special education evaluations and a decrease in behavioral referrals
Budget Description	Budget considerations: Incentives (Academic and Attendance), Mobymax (Tier 3 Support), iready (Tier 2 and Tier 3 Support), City Year or AARP (in year 2 of CIWP for Tier 2 and Tier 3 Support)
Tags	Structure for Continuous Improvement, Balanced Assessment and Grading, MTSS: Problem Solving Process, MTSS: Progress Monitoring, ODLSS: Behavior Support, Personalized Learning: Authentic Learning
Action steps	<ul style="list-style-type: none"> (On-Track) Admin/ILT/Grade Level teams will review Gradebook, lesson plans, assessments (formative and summative), assignments, student work samples, and progress monitoring data weekly to monitor student understanding (mastery)

and learning, standards based rigor, alignment, evidence of corrective/re-teaching, and on-track rates.

Tags: Structure for Continuous Improvement, Balanced Assessment and Grading, MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Progress Monitoring, Personalized Learning: Learner Agency

- (On-Track) Attendance team will meet monthly to analyze attendance data, tier students by their overall attendance rates (Tier 1 - 97% and above, Tier 2- 97%-95%, Tier 3 - below 95%); create plans to support tier 3 students, identify student attendance ambassadors for each class (peer support), plan school-wide celebrations and incentives; Contact parents, establish and maintain partnerships to address attendance concerns

Tags: Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring, ODLSS: Instructional Quality

- (Behind) Diverse Learners and MTSS Tier 3 (academic) general education students will receive intensive and intentional small group instruction through scheduled intervention to address skill deficiencies and build academic capacity for increasing learning independence, student agency, ownership and management and gradually decreasing supports

Tags: Structure for Continuous Improvement, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MGIB: IB, Personalized Learning: Tailored Learning/Differentiation, Math: Equitable Access

- (On-Track) Develop an incentive plan to motivate students and staff around CCSS Literacy & CCSS Math skill attainment and growth in EOY NWEA and IAR

Tags: Instruction, Student Voice, Engagement, and Civic Life, Literacy: Key Practice #4-Authentic Learning Experiences

- (On-Track) Diverse Learner and English Learner Teachers will meet with Gen.Ed. teachers in modifying IB unit planners and curriculum to address the academic needs of Diverse Learners and EL learners and cultural considerations of EL learners

Tags: Instruction, Student Voice, Engagement, and Civic Life, MGIB: IB

- (On-Track) Teacher teams will meet and analyze student assessment data across all subject areas, BOY/MOY NWEA data and IB projects during ILT, Grade Band/Level Meetings and utilize the findings to develop reteaching/Ontrack plans for students

Tags: Instruction, Equity: Resource Equity

	<ul style="list-style-type: none"> (On-Track) BHT will meet to discuss and review school wide SEL referral data, identify Evidenced Based Interventions for Tier 1,2,3 support, provide PD and resources to parents and teachers around SEL. <p>Tags:</p>
--	--

Strategy 2

If we do...	plan, develop and implement a school-wide literacy and math curriculum, which fuses IB unit planners with CCSS through IB collaborative planning, IB Training/PD's, peer observations, progress monitoring of lesson effectiveness, formal and informal assessment analysis, and providing differentiated instruction for all students to include diverse and gifted learners
Then we see...	grade level and standards based IB units of instruction, differentiated small groups, and project-based learning based on student learning styles/interests, NWEA RIT strands, literacy and math stations/centers, and supplemental programs that address students? areas of growth and enrichment for their areas of strength
which leads to...	consistent student access to grade level content, instruction, problem solving, analysis, inquiry and critical thinking in which teachers engage students by student choice, various forms of student to student discourse/collaboration, an improvement in student ownership, agency, global awareness, and grade level teaching/learning and academic growth/achievement for all students
Budget Description	Budget considerations: multi-cultural books for classroom libraries, technology, and software programs such as Raz kids (K-2), Reading A-Z (K-6), Reading Eggs (Pre-K-2), Compass, Study Island, and Khan Academy. Purchase incentives for teachers and students. Mobymax (Tier 3 Support), iready (Tier 2 and Tier 3 Support), City Year or AARP (in year 2 of CIWP for Tier 2 and Tier 3 Support) Budget Considerations City Year, Academic After School
Tags	Curriculum, Instruction, Assessment: Balanced Assessment and Grading, MGIB: IB, Personalized Learning: Learner Agency, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Behind) Provide differentiated teacher development of vertically and horizontally aligned grade level curriculum maps, IB units planners, lesson plans and assessments aligned to IB and CCSS during grade-level meetings, Saturday collaborative planning, and after-school meetings. <p>Tags: Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, CIDL: Curriculum, MGIB: IB, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (On-Track) Monitor the effect of teaching on student learning by sharing ?best practices? through quarterly peer observations with feedback, conducting daily pop-ins, student goal setting conferences, quarterly ILT instructional rounds and administrative feedback from pop-ins, formal and informal REACH observations.

	<p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Behind) Professional Development (IB-recognized, in and out of district offered PD and network summit PD's) topics to include: Tier 1 Instruction (provided in whole and small group), unit planning (IB and integrated thematic), differentiated instruction, STEM instruction and fusing IB with CCSS to improve grade level literacy, math, science and social studies learning. <p>Tags:Instruction</p> <ul style="list-style-type: none"> (On-Track) Implement consistent use of Kagan structures to increase levels of student engagement and cooperative learning. <p>Tags:</p> <ul style="list-style-type: none"> (On-Track) Utilize inquiry-based instruction (i.e. DOK, Bloom's, HOT questioning levels) to deepen student understanding. <p>Tags:</p> <ul style="list-style-type: none"> (On-Track) Purchase instructional materials to support literacy, math curriculum and AMPLIFY NGSS: replenish leveled classroom libraries, technology updates, and software programs such as StarFall (PreK-2nd) Raz kids (K-2), Reading A-Z (K-6), Reading Eggs (Pre-K-2), Phonics to Reading (K-2nd), Edgenuity, Study Island, and Khan Academy. Purchase incentives for teachers and students. <p>Tags:</p> <ul style="list-style-type: none"> (On-Track) Admin/ILT/Grade Level teams will review Gradebook, lesson plans, assessments (formative and summative), assignments, student work samples, and progress monitoring data weekly to monitor student understanding (mastery) and learning, standards based rigor, alignment, evidence of corrective/re-teaching, and on-track rates. <p>Tags:</p>
--	---

Strategy 3

<p>If we do...</p>	<p>Develop a comprehensive school wide behavior plan that includes our IB Climate and Culture team, teacher/staff professional development, data collection and analysis, school wide behavior expectations, student incentives, evidence based SEL intervention supports (IB Learner Profiles, CHAMPS, Second Step, Anger Coping), Restorative Practices and IB Reflections to support all students and staff</p>
<p>Then we see...</p>	<p>The implementation of SEL lessons through teaching/reteaching and modeling; restorative practices, positive interactions between students/students, staff/students, a nurturing school environment, student adherence to school wide behavior expectations and the IB Learner Profiles, teachers understanding of impacting factors to include trauma, stress and anger coping; teachers employing a variety of tiered strategies to support student social-emotional learning and development</p>

which leads to...	An increase in student agency in academic and pro-social behaviors; A 15% decrease in behavior/SCC referrals, increase in positive climate and culture school-wide, proactive and restorative approach to addressing student behavioral needs and clarify, protect, and promote students? basic rights
Budget Description	Budget considerations, Establish 2 new Community Partnerships (in addition to Project Syncere, Bright Star, BAM, KWOE and/or Pretty Brown Girls) . Continue utilizing Youth Interventionist to support all students to include priority groups such as African American Males, Diverse Learners and EL Students
Tags	MGIB: IB, MTSS: Problem Solving Process, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> <p>• (On-Track) Teachers teams (by grade band) will collaborate and develop a revised SEL plan for their students that will include- Integrated SEL instruction, school-wide and classroom behavioral expectations, incentives (with student input), IB reflection, IB Learner Profiles, parent collaboration, two-way communication plan, data collection, progress monitoring, intervention plan to include tiered supports.</p> <p>Tags:MGIB: IB, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Supportive School Environment</p> <p>• (On-Track) Behavioral Health Team will meet biweekly and review school wide discipline data/referrals, provide professional development to teachers/parents, identify resources to support teachers/ students/parents and identify monthly SEL incentives for students.</p> <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions</p> <p>• (On-Track) School Wide behavior expectations will be encouraged/displayed throughout the school and classrooms by the use of positive framing from staff and students, student to teacher review of IB learner profiles and attitudes in weekly/daily reflections/writing and through morning announcements</p> <p>Tags:MGIB: IB, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <p>• (On-Track) Teachers in the same grade band will meet to review current SEL plan/classroom incentives, identify classroom activities that will support scholars with monitoring and managing their own behavior, IB reflection, parent communication, and SEL data collection.</p> <p>Tags:MGIB: IB, MTSS: Progress Monitoring, OSEL: Supportive Classroom Environment</p> <p>• (On-Track) Teachers and staff will attend professional development on CHAMPS, Restorative practices, SEL Evidenced Based Interventions- Second Step etc. and</p>

	<p>collaborate in the identification of strategies and structures that may be implemented school wide.</p> <p>Tags: OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (On-Track) Teachers will implement Second Step lessons in their classrooms and consult with the school counselor, youth interventionist and school social worker on ways to utilize strategies to support students with managing and improving their behavior. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (On-Track) BHT will identify community partnerships to support families, teachers and parents with the social emotional needs of students. <p>Tags:</p>
--	--

Action Plan

Strategy 1

On-Track Dec 08, 2020

Admin/ILT/Grade Level teams will review Gradebook, lesson plans, assessments (formative and summative), assignments, student work samples, and progress monitoring data weekly to monitor student understanding (mastery) and learning, standards based rigor, alignment, evidence of corrective/re-teaching, and on-track rates.

Sep 08, 2020 to Jun 17, 2022 - Admin, ILT, Teachers, MTSS Lead, Professional School Counselor

On-Track Dec 08, 2020

Attendance team will meet monthly to analyze attendance data, tier students by their overall attendance rates (Tier 1 - 97% and above, Tier 2- 97%-95%, Tier 3 - below 95%); create plans to support tier 3 students, identify student attendance ambassadors for each class (peer support), plan school-wide celebrations and incentives; Contact parents, establish and maintain partnerships to address attendance concerns

Sep 08, 2020 to Jun 17, 2022 - Admin, Teachers, ILT, Attendance Team

Behind Dec 08, 2020

Diverse Learners and MTSS Tier 3 (academic) general education students will receive intensive and intentional small group instruction through scheduled intervention to address skill deficiencies and build academic capacity for increasing learning independence, student agency, ownership and management and gradually decreasing supports

Sep 08, 2020 to Jun 17, 2022 - Admin, Teachers, IB Coordinator

On-Track Dec 08, 2020

Develop an incentive plan to motivate students and staff around CCSS Literacy & CCSS Math skill attainment and growth in EOY NWEA and IAR

Sep 08, 2020 to Jun 17, 2022 - Admin, Teachers, IB Coordinator

On-Track Dec 08, 2020

Diverse Learner and English Learner Teachers will meet with Gen.Ed. teachers in modifying IB unit planners and curriculum to address the academic needs of Diverse Learners and EL learners and cultural considerations of EL learners

Sep 08, 2020 to Jun 17, 2022 - Teachers, IB Coordinator

On-Track Dec 08, 2020

Teacher teams will meet and analyze student assessment data across all subject areas, BOY/MOY NWEA data and IB projects during ILT, Grade Band/Level Meetings and utilize the findings to develop reteaching/Ontrack plans for students

Sep 08, 2020 to Jun 17, 2022 - Admin, Teachers, ILT

On-Track Dec 08, 2020

BHT will meet to discuss and review school wide SEL referral data, identify Evidenced Based Interventions for Tier 1,2,3 support, provide PD and resources to parents and teachers around SEL.

Sep 08, 2020 to Jun 17, 2022 - Admin, BHT, Teachers

Strategy 2

Behind Dec 08, 2020

Provide differentiated teacher development of vertically and horizontally aligned grade level curriculum maps, IB units planners, lesson plans and assessments aligned to IB and CCSS during grade-level meetings, Saturday collaborative planning, and after-school meetings.

Sep 08, 2020 to Jun 17, 2022 - Admin, ILT, Teachers, IB Coordinator, MTSS Lead

On-Track Dec 08, 2020

Monitor the effect of teaching on student learning by sharing "best practices" through quarterly peer observations with feedback, conducting daily pop-ins, student goal setting conferences, quarterly ILT instructional rounds and administrative feedback from pop-ins, formal and informal REACH observations.

Sep 08, 2020 to Jun 17, 2022 - Admin, Teachers, ILT, IB Coordinator

Behind Dec 08, 2020

Professional Development (IB-recognized, in and out of district offered PD and network summit PD's) topics to include: Tier 1 Instruction (provided in whole and small group), unit planning (IB and integrated thematic), differentiated instruction, STEM instruction and fusing IB with CCSS to improve grade level literacy, math, science and social studies learning.

Sep 08, 2020 to Jun 17, 2022 - Admin, Teachers, IB Coordinator

On-Track Dec 08, 2020

Implement consistent use of Kagan structures to increase levels of student engagement and cooperative learning.

Sep 08, 2020 to Jun 17, 2022 - Teachers, IB Coordinator

On-Track Dec 14, 2020

Utilize inquiry-based instruction (i.e. DOK, Bloom's, HOT questioning levels) to deepen student understanding.

Sep 08, 2020 to Jun 17, 2022 - Teachers, IB Coordinator

On-Track Dec 14, 2020

Purchase instructional materials to support literacy, math curriculum and AMPLIFY NGSS: replenish leveled classroom libraries, technology updates, and software programs such as StarFall (PreK-2nd) Raz kids (K-2), Reading A-Z (K-6), Reading Eggs (Pre-K-2), Phonics to Reading (K-2nd), Edgenuity, Study Island, and Khan Academy. Purchase incentives for teachers and students.

Sep 08, 2020 to Jun 17, 2022 - Admin, School Clerk, IB Coordinator

On-Track Dec 14, 2020

Admin/ILT/Grade Level teams will review Gradebook, lesson plans, assessments (formative and summative), assignments, student work samples, and progress monitoring data weekly to monitor student understanding (mastery) and learning, standards based rigor, alignment, evidence of corrective/re-teaching, and on-track rates.

Jul 17, 2022 to Jul 17, 2022 -

Strategy 3

On-Track Dec 14, 2020

Teachers teams (by grade band) will collaborate and develop a revised SEL plan for their students that will include- Integrated SEL instruction, school-wide and classroom behavioral expectations, incentives (with student input), IB reflection, IB Learner Profiles, parent collaboration, two-way communication plan, data collection, progress monitoring, intervention plan to include tiered supports.

Sep 08, 2020 to Jun 17, 2022 - Teachers, Professional School Counselor, Youth Interventionist

On-Track Dec 14, 2020

Behavioral Health Team will meet biweekly and review school wide discipline data/referrals, provide professional development to teachers/parents, identify resources to support teachers/students/parents and identify monthly SEL incentives for students.

Sep 08, 2020 to Jun 17, 2022 - Teachers, Youth Interventionist, School Counselor, School Social Worker, IB Coordinator,

On-Track Dec 14, 2020

School Wide behavior expectations will be encouraged/displayed throughout the school and classrooms by the use of positive framing from staff and students, student to teacher review of IB learner profiles and attitudes in weekly/daily reflections/writing and through morning announcements

Sep 08, 2020 to Jun 17, 2022 - Admin, Youth Interventionist, IB Coordinator, School Counselor

On-Track Dec 14, 2020

Teachers in the same grade band will meet to review current SEL plan/classroom incentives, identify classroom activities that will support scholars with monitoring and managing their own behavior, IB reflection, parent communication, and SEL data collection.

Sep 08, 2020 to Jun 17, 2022 - Teachers, Youth Interventionist, School Counselor, Admin, IB Coordinator

On-Track Dec 14, 2020

Teachers and staff will attend professional development on CHAMPS, Restorative practices, SEL Evidenced Based Interventions- Second Step etc. and collaborate in the identification of strategies and structures that may be implemented school wide.

Sep 08, 2020 to Jun 17, 2022 - Teachers, School Counselor, Youth Interventionist, Admin,

On-Track Dec 14, 2020

Teachers will implement Second Step lessons in their classrooms and consult with the school counselor, youth interventionist and school social worker on ways to utilize strategies to support students with managing and improving their behavior.

Sep 08, 2020 to Jun 17, 2022 - Teachers, Admin, Youth Interventionist, School Counselor, School Social Worker, School Psychologist

On-Track Dec 14, 2020

BHT will identify community partnerships to support families, teachers and parents with the social emotional needs of students.

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.

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

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements,

parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents will be involved with the development of the CIWP through Parent Workshops as well as during LSC meetings; they will also be involved through periodic review and revision of the NCLB Title 1 school parental involvement plan and policy. Parents will meet periodically to discuss goals and monitor school progress with the administration team. They will also play a part in analyzing our school's data to make improvements when necessary. At monthly parent meetings, PAC meetings and LSC meetings, parents will provide input and help with the development of the parental involvement program.

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 annual meeting will be held during the month of September at a time convenient to parents. Prior to the meeting parents will be surveyed to determine the most convenient time for them to attend. The day of the meeting parents will receive a questionnaire to find out how the school, as well as the community can support them as IB parents. Based upon the survey results a variety of monthly parent meetings will be held where all parents will be invited to attend via marquee, flyer, and website. Both the principal annual title 1 and the PAC organizational meetings were held on September 24, 2020. During these meetings parents will also be informed of how to help impact their child's success by learning meaningful strategies that can be used at home. The annual meeting will be held on September 24, 2020 to inform all stakeholders of the title one and all scheduled meetings days for the 2020-2021 school year. Prior to the meeting parents will be surveyed to determine the most convenient time for them to attend. The day of the meeting parents will receive a questionnaire to find out how the school as well as the community can support them as IB parents. Based upon the survey a variety of monthly parent meetings will be held where all parents will be invited to attend via marquee, flyer, robo call and website. During these meetings parents will also be informed of how to help impact their child's success by learning meaningful strategies that can be used at home.

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 are always welcomed to share ideas, suggestions and their concerns on how the school can better serve their children and the community at large. Parent chair will document meetings via minutes and

notes. The minutes and notes will be shared with administration. We will establish a suggestion box for parents to share thoughts and proposals on how we as a collected group can engage our students in activities that will expand their educational growth.

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.

Students are given quarterly assessments throughout the school year. Results of tests are shared with students and given to parents to keep them abreast of their child's progress. School wide progress reports are sent home on the 6th week of every quarter. Parent reports from state assessments will be sent home immediately upon delivery of them to the school. Kershaw will distribute assessment data to all parents as it is made available by the district. Students are given quarterly assessments throughout the school year. School wide progress reports are sent home on the 6th week of every quarter. Report cards are distributed quarterly as well.

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.

As requested by the Illinois State Board of Education, information containing a teacher's status of being Highly Qualified will be sent home to parents in a detailed notice from the school.

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.

As requested by the Illinois State Board of Education, information containing a teacher's status of being Highly Qualified will be sent home to parents in a detailed notice from the school.

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 has an annual Goal Setting/Data Day in which students and parents are guided through the analysis of their child's academic achievements and goals are set for continued improvement. Teachers share test reports which explain how students are performing academically through a combination of standards-based district wide assessments. Teachers and parents forge partnerships with planned activities and assignments for students to complete at home. Workshops and parent meetings will be held quarterly during the school year to educate parents on how to understand their child's academic progress and how to assist their children with their academic goals and progress.

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 hosts monthly meetings to inform staff members and parents about what's happening at the school and in the community. The parents are supported with gaining personal access to ASPEN parent portal and are trained and supported on the use. Instructions on how to access the portal will be included

in the parent handbook. The school's counselor provides parents with resources that assist with: academic goal setting (literacy, math, science, social studies); social emotional needs (Ada S. McKinley south side center, Second Step, anger management and coping classes; career path planning (Naviance on-line program).

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.

Our Head Start Teachers and Assistants will hold parent meetings with attendance team members to discuss the importance of attendance, and how parents can work as partners in assisting their children at home and school with projects and learning goals. Parents also attend Parent Empowerment Meetings to build upon their own skills and learn ways to support their children with IB projects and research. They collaborate with other parents during Parent Field Trip days, our annual Ice Cream Social day and through the parent volunteer luncheon. Our Head Start parents are invited to attend monthly parent meetings held at our school which usually involves receiving support and strategies that can be implemented across all grade levels. Outside presenters as well as our staff members will continue to provide parent development sessions for all parents, addressing educational content as well as important health information.

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.

Staff works consistently to review and/or revise all correspondences sent home to parents to ensure they are written in parent friendly language.

Policy Implementation Activities

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

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic

achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Our Mission is to provide our students with a rigorous academic program, emphasizing inquiry-based instruction through a safe nurturing learning environment. Kershaw's students, parents, teachers and community, will accept and respect the diversity of all individuals while promoting academic excellence through inter-cultural awareness.

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.

The school will hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: upon request of the teacher (s), parent(s), administration, or guidance counselor. During the 2020 - 2021 school year, report card pick-up will be (2) non-attendance days for students in order to allow the parents to meet with their child's instructors.

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

The school will provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress Reports (10/9/20, 12/18/20, 3/12/21, 5/21/21), and Report Cards (11/18/20, 2/12/21, 4/21/21, 6/22/21) and through the use of the Parent Portal.

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

During the 2020 - 2021 school year, parents will have several opportunities to meet with teachers and discuss their child's performance. We will host several Open Houses and Family Reading, Math and Sport Nights, where parents and teachers Meet and Greet. Parents can also schedule conferences with teachers during their planning period, before and after school via phone, in-person or email.

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.

The school will provide parents opportunities to volunteer and participate in their child's educational experiences (with proper CPS Volunteer Level Clearance) such as during class, and to observe classroom activities, as follows: upon appointment, CPS background check and approval from the principal.

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

Parents are given many opportunities to participate and volunteer in their child's classroom activities. These opportunities include chaperoning during class field trips and volunteering for school events such as fun days, assemblies and school fairs. (Parents/Guardians and all volunteers must successfully complete the CPS Volunteer background check process)

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

Parents are contacted regularly regarding their child's progress, homework and attendance in school. Parent letters, emails, phone calls home and classroom information on the school's website are all used to keep parents informed about their child. Flyers are regularly sent home to parents regarding school celebrations and special events.

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).

The students are highly encouraged to set measurable goals for themselves with teacher support and guidance. They are expected to share the responsibility for their own academic achievement by checking their own grades online, discussing their progress and responsibilities with their teacher(s) and working independently on various subjects of study, this includes, but is not limited to independent IB projects. The students will practice the rules of the Code of Student Conduct. Students are given an opportunity to voice their concerns through student government and the student voice committee. Students also have choices regarding topics to investigate and areas of personal interest. Through student knowledge and service we encourage life-long learning and student agency.

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.

1. Empower families to support student learning at home and school by providing reading and math strategies to assist with learning.
 2. Build positive school connections to reduce social and cultural barriers.
 3. Increase knowledge of IB curriculum and knowledge.
 4. Increase parental and community involvement.
- September 24, 2020 - Annual Title Parent Meeting
September 24, 2020 - PAC Organizational Meeting
November 12, 2020 - Data Day/Goal Setting for Parents
December 10, 2020 - IAR: IB Integration Overview
January 14, 2021 - Common Core Math and Writing Integration
February 18, 2021 - Next Generation Science Standards
March 11, 2021 - Art Integration
April 1, 2021 - Home School Summer Reading Strategies
May 13, 2021 - Survey, Reflection, and Action Plan for next year

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.	\$1598.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
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 be used only by parents.	\$0.00