

Richard J Oglesby Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
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Bernadetta Montgomery	Teacher Assistant	bmontgomery1@cps.edu	Has access
Lashaun Covington	Middle School Teacher	llcovington@cps.edu	Has access

Team Meetings

Date	Participants	Topic
02/11/2020	CIWP Team Members	SEF- Scoring
03/11/2020	CIWP Team Members	

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
 - 2 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)
 - 2 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
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Instructional Leadership Team Meetings & Agenda Grade Cluster Meetings & Agendas Professional Development Working Plan Teacher/Admin Meetings Teacher/Admin Coaching Sessions
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 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
 - 1 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Teacher Lead Professional Learning Big 7 Posted Throughout the Building

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
 - 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:** Reading Curriculum- Wonders Guided Reading- Scholastic Leveled Library Math Curriculum- Go Math Science- Amplify Lexia, IXL, Raz Kids
- 2 - 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
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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:** Coaching Observations Pop-Ins REACH
- 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
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Gradebook Audits Lesson Plan Feedback
- 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)

- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** ILT serves as MTSS - work in progress MTSS Tracker Data MTSS Referrals
- 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
 - 2 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:** Naviance Data

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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Teacher Surveys
- 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)
 - 3 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
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Student Voice Committee Civics Club Student Council

- 2 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 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:** Monthly PBIS Expectations PBIS Hornet Board PBIS posted throughout the building
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Infraction Data In Dashboard
- 2 - Family & Community Engagement
 - 2 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).
 - 2 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)
 - 2 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)
 - 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:** Parent Newsletter LSC Agenda PAC Agenda

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Physical and Emotional Safety	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
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	4

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math) 2nd grade attainment is an area of concern. We want to ensure that students are prepared for the demands of intermediate/middle school as they enter 3rd grade	African American		30.00	35.00
Vision: NWEA Attainment G2 (Reading) 2nd grade attainment is an area of concern. We want to ensure that students are prepared for the demands of intermediate/middle school as they enter 3rd grade	African American		30.00	35.00
Vision: NWEA Growth G3-8 (Math) We chose this metric because it is the lowest on Oglesby's SQRP and we have been experiencing declines in our overall growth data, but particularly math	African American		47.00	50.00
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey 5 Essentials is a area of concern. Oglesby was Not Organized SY 19. Our is goal is to implement system and structures in order to become well organized school.			3.50	3.00	4.00

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...	Implement Focused Instruction Protocol using Gradual Release of Responsibility
Then we see...	Will see instruction delivered in a researched based model that supports students in their acquisition of the skills and strategies necessary for success.
which leads to...	Increase in the number of 2nd grade students at attainment in reading/math to 30% Increase in the number of students in grades 3rd-8th meeting growth targets from 43.8% to 47%.
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Develop Focused Instruction Protocol using Gradual Release of Responsibility that is aligned to adopted curriculum. Tags:Instruction • (Not started) Develop Reading and Math Blocks that are aligned to instructional protocol and curriculum Tags:Instruction • (Not started) Develop Plan to support the implementation of focused instructional protocol. Tags:Instruction • (Not started) Implementation of instructional protocol , reading, and math blocks.- Safe Practice Phase Tags:Instruction • (Not started) Assess effectiveness focused instructional rounds identify next steps. Tags:Instruction

Strategy 2

If we do...	monitor student progress of mastery of CCSS in a systematic way through formative and summative assessments
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Then we see...	we will be able to assess our instructional effectiveness, identify trends, and use data to inform instruction
which leads to...	Increase in the number of 2nd grade students at attainment in reading/math to 30% Increase in the number of students in grades 3rd-8th meeting growth targets from 43.8% to 47%.
Budget Description	
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Professional development on how to create high quality assessments directly aligned to Common Core Standards. Tags:Assessment: Balanced Assessment and Grading (Not started) Teachers will have an opportunity to create their own assessments. ILT will create a rubric to determine if they are of quality and align to Common Core Standards. This will determine whether differentiated professional learning is required. Tags:Assessment: Balanced Assessment and Grading (Not started) Create an interim assessment schedule based on assessments that are aligned to Common Core Standards and the curriculum's scope and sequence. Tags:Assessment: Balanced Assessment and Grading (Not started) Individual teacher data deep dive sessions looking at multiple data sets and identifying trends and next steps. Tags:Assessment: Balanced Assessment and Grading

Strategy 3

If we do...	Adopt a research based curriculum that is aligned to our instructional framework and provide intentional professional development that supports implementation with fidelity
Then we see...	Commitment and expertise among school leaders and staff. Collaboration and shared learning. Change in instruction across grades and content areas consistent with our aspirations for student learning. Implementation of evidence-based reading and math program.
which leads to...	Increase in the number of 2nd grade students at attainment in reading/math to 30% Increase in the number of students in grades 3rd-8th meeting growth targets from 43.8% to 47%.
Budget Description	

Tags	Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Conduct a needs assessment around the curriculum for teachers. Use this information to plan professional development. Create a professional development calendar aligned to the instructional priorities. <p>Tags:Curriculum</p> <ul style="list-style-type: none"> • (Not started) Based on lesson plan audits and informal observation, the instructional coach will provide differentiated support to ensure curriculum implementation with fidelity. <p>Tags:Curriculum</p>

Action Plan

Strategy 1

Develop Focused Instruction Protocol using Gradual Release of Responsibility that is aligned to adopted curriculum.

Jul 01, 2020 to Jul 30, 2020 - ILT, Instructional Coach Admin

Develop Reading and Math Blocks that are aligned to instructional protocol and curriculum

Jul 01, 2020 to Jul 30, 2020 - ILT, Instructional Coach Admin

Develop Plan to support the implementation of focused instructional protocol.

Aug 01, 2020 to Aug 31, 2020 - ILT, Instructional Coach Admin

Implementation of instructional protocol , reading, and math blocks.- Safe Practice Phase

Sep 01, 2020 to Oct 31, 2020 - ILT, Instructional Coach Admin

Assess effectiveness focused instructional rounds identify next steps.

Nov 01, 2020 to Nov 30, 2020 - ILT, Instructional Coach Admin

Strategy 2

Professional development on how to create high quality assessments directly aligned to Common Core Standards.

Jul 01, 2020 to Aug 29, 2020 - ILT, Instructional Coach, Admin

Teachers will have an opportunity to create their own assessments. ILT will create a rubric to determine if they are of quality and align to Common Core Standards. This will determine whether differentiated professional learning is required.

Aug 01, 2020 to Oct 30, 2020 - ILT, Instructional Coach, Admin

Create an interim assessment schedule based on assessments that are aligned to Common Core Standards and the curriculum's scope and sequence.

Aug 01, 2020 to Sep 30, 2020 - ILT, Instructional Coach, Admin

Individual teacher data deep dive sessions looking at multiple data sets and identifying trends and next steps.

Dec 01, 2020 to Feb 12, 2021 - ILT, Instructional Coach, Admin

Strategy 3

Conduct a needs assessment around the curriculum for teachers. Use this information to plan professional development. Create a professional development calendar aligned to the instructional priorities.

Jul 01, 2020 to Jul 31, 2020 - ILT, Instructional Coach, Admin

Based on lesson plan audits and informal observation, the instructional coach will provide differentiated support to ensure curriculum implementation with fidelity.

Oct 01, 2020 to Jan 30, 2021 - ILT, Instructional Coach, 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.

Oglesby will facilitate the implementation of a school wide need assessment as it relates to the achievement of standards and NWEA. This needs assessment will be created in a Google form as well as paper pencil to ensure equitable access. Oglesby will review the data from 5 Essentials Survey to align to school wide goals and action steps.

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

Oglesby will engage in ongoing data analysis including professional development cycle that includes the review of state and local data. The professional development cycle will consist of shared learning, planning and practice, peer observations and student progress monitoring. We will also engage in ongoing coaching that will include modeling and feedback sessions.

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.

Oglesby will implement MTSS program, that includes a focus on exemplar tiered instruction as well as small group instruction throughout all grades. We will also develop and ensure a school wide intervention protocol is executed for all learners.

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).

Oglesby will implement MTSS program, that includes a focus on exemplar tiered instruction as well as small group instruction throughout all grades. We will also develop and ensure a school wide intervention protocol is executed for all learners. Oglesby will establish the following partnerships to support SEL City Year, GADC, and Ada S. McKinley. Oglesby

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

Oglesby is an Opportunity School. Oglesby will focus on the retention and recruit of high quality, highly qualified teachers. Oglesby will work closely with CPS Teacher recruitment to align recruitment protocols. We will also seek partnerships with local universities to establish pipeline.

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.

Oglesby will complete a needs assessment and analysis of school data to design a robust professional development plan that will address the differentiated needs of all stakeholders . This plan will be supported by our partnership with our Opportunity School Partnership, universities, and CPS central office.

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

Oglesby will create a parent room that will focus on the differentiated needs of our parent community. We will seek assistance of community organizations to provide differentiated classes to empower our parent community.

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.

Oglesby will engage with parents of early on in the school year to recruit students in our PreK program.

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.

Oglesby will engage teacher during teacher team meetings to review and build a balanced assessment and grading protocol.

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.

Oglesby teachers will implement a structure MTSS menu of supports, which includes differentiated small group instruction an intervention block , peer to peer interactions students feedback and adjustments to ongoing action steps.

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.

Oglesby will continue partnerships with GADC and CPD. We will seek partnerships with local community based agencies.

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.

In order to increase family and community engagement Oglesby has intentionally placed emphasis and attention to the following areas:

Making parents/families feel welcomed. Staff will continue to participate in greeting students and families on the playground during arrival and dismissal

Change the attitudes of school staff so that they recognize the advantages of teachers and parents working together

Consider the educational level, language, culture, and home situation of parents.

Give teachers time to plan and organize parent activities.

Take parents' interests and needs into consideration when planning activities.

Recognize that even if parents cannot be present at school, helping their children at home is also a valuable contribution.

Provide parents with knowledge about how to be involved in a range of involvement opportunities.

We will continue to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards.

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

Oglesby will hold two parent-teacher conferences in November and April of the school year. We will also provide a parent meeting for middle school students and promotion grade families.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school will continue to provide parents access to staff. Parents can reach teachers via e-mail and ClassDojo and can expect a response within 2 school days. Parents may also schedule conferences with teachers and staff as needed.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The school will also provide parents with frequent reports on their children's progress; this includes but not limited to 5 week progress reports, BAG (Behavior, Academic and Grades) reports quarterly. Families will also be informed of scholars standardized test scores at BOY, MOY and EOY,

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.

School we send correspondence home via mail.

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

The school will conduct parent workshops to 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.

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 encourage parents to participate in programming offered through Chicago Public Schools Parent University which provides 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.

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.

Oglesby will conduct a series of event to help foster parent teacher partnerships.

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.

School plans to conduct parent resource fair 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

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

The school will use different delivery models to 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.

Policy Implementation Activities

<input type="checkbox"/> The LSC will approve the school improvement plan and monitor the CIWP.
<input checked="" type="checkbox"/> In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.
<input checked="" type="checkbox"/> The school will coordinate the parent and family engagement programs identified in the CIWP.
<input checked="" type="checkbox"/> 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) CIWP was shared with LSC for input but final approval will come from Network chief due to school standing.

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.) The school will provide all students with a high quality well rounded educational experience that promotes college and career readiness.
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 conduct parent teacher conference twice a year. Once in the fall and once in the spring.
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 also provide parents with frequent reports on their children's progress; this includes but not limited to 5 week progress reports, BAG (Behavior, Academic and Grades) reports quarterly. Families will also be informed of scholars standardized test scores at BOY, MOY and EOY,
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. The school will continue to provide parents access to staff. Parents can reach teachers via e-mail and ClassDojo and can expect a response within 2 school days. Parents may also schedule conferences with teachers and staff 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 are invited to volunteer in our building on the as needed basis if they meet the volunteer protocols set by the Chicago Public Schools and Oglesby. We will also provide opportunities for families to volunteer and participate in their children's classrooms, assemblies, field trips, family nights.

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

Families are expected to play an intrical part in their student?s learning from monitoring attendance, homework completion, and making sure scholars are prepared for school. The Social Worker and the staff of the school will continue to work with families to help them to support their students with learning via workshops and putting supports in place. We will continue to form a collaborative effort between the home and the school to ensure that students' needs are met.

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

Excellent schools value the uniqueness that each student brings to his or her learning and construct learning opportunities aimed to challenge each student just beyond what he or she is able to do. Families will participate in decisions relating to the education of their children. We will continue to invite parents to participate in quarterly family days, monthly PAC meetings, monthly PTA meetings, bi-monthly LSC meetings, Open House, and State of the School Address.

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 will share the responsibility for improved student academic achievement. All students will participate in goal setting. This process will start as early as childhood to enable them set their own targets and work towards getting them achieved. Students will have access to the Hornet Store monthly. Students earn warrior dollars for good behavior, attendance, and positive attitude.

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.

Our goal is to partner with parents to support the our mission of providing all students with an high quality well rounded educational experiences that promotes college and career readiness.

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.	\$900.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
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)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$763.00
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