

Francis W Parker Elementary Community Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Rufina Brown	Principal	rdbrown@cps.edu	Has access
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Courtney McDonald	Teacher - Restorative Practice Lead	cdmcdonald@cps.edu	No Access
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Team Meetings

No meetings saved for this plan.

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)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Notes Grade Level Meeting Information
- 2 - 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
 - 2 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
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Evidence through documentation of professional learning.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 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)

- 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 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
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 2 - Balanced Assessment and Grading
 - 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
 - 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
 - 3 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
 - 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:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 1 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 1 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)
- 1 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)
- 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)
- 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)
- 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)
- 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 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:**
- 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
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 2 - 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)
 - 2 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:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 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
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 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
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0

Score	Framework dimension and category	Area of focus
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
2	Quality and Character of School Life: Relational Trust	4
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
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: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy attainment for 2nd grade students
Root Cause 1	
Area of Critical Need 1	Math attainment for 2nd grade students
Root Cause 2	
Area of Critical Need 3	Math percentile growth for 3rd through 8th grade
Root Cause 3	

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math)	Overall		35.00	39.00
The overall Attainment data for the the overall population and DL students indicate this is an area of improvement. Trends overtime indicate that the data has not stabilized or shown consistent growth.	Students with IEPs		4.00	5.00
Vision: NWEA Attainment G2-8 (Reading)	Overall		42.00	45.00
The overall Attainment data for the the overall population and DL students indicate this is an area of improvement. Trends overtime indicate that the data has not stabilized or shown consistent growth.	Students with IEPs		4.00	5.00
Vision: Attendance Rate	Overall		94.00	95.00
The overall attendance reflects instability across the school especially for students with IEPs	Students with IEPs		91.00	92.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		45.00	50.00
The percent of students meeting or exceeding National norms has been inconsistent over the years.	Students with IEPs		30.00	33.00
(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 The team reviewed the Data from the SQRP over time and determined that specific work will be done to improve the goal 3 point to 5 by the end of 2022			2.00	4.00	5.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	...leverage the ILT to develop a vetting process for reviewing, evaluating and selecting curriculum; provide professional development to teachers about the selected curriculum; and have the school administration and ILT teams to monitor proper use of selected curriculum (provide feedback to teachers); and have the administration team ensure that feedback transform practice...
Then we see...	...teachers will be able to expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas..
which leads to...	...an increase of students meeting and exceeding attainment on the NWEA in both reading and math.
Budget Description	Need additional funds for extra hours after school to review instructional round data and plan to share data to teachers and grade level teams.
Tags	Curriculum, Equity: Fair Policies and Systems, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) The ILT team will identify and select a curriculum evaluation tool to analyze curriculum, evaluate curriculum, and select math and literacy curriculum for tier 1, 2 and 3 support with digital and non-digital components. Tags:Curriculum, Literacy: Key Practice #5-Creating Content in a Digital Environment, Math: Curriculum (Not started) Teachers and staff members will receive professional development by the vendors of the selected curriculum and be provided additional support Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Science: Curriculum, Math: Curriculum (Not started) School administration will schedule two instructional round walks each quarter and ILT teams will conduct two instructional round walks quarterly into classrooms to evaluate the use of selected curriculum; and provide feedback to grade level teams and teachers. The ILT will have a meeting before the walk to discuss look fors in , collect the data in the classrooms, dis-aggregate data, and frame feedback for teachers.

	<p>Tags:Curriculum, ONS: Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) School administration (Principal and Assistant Principal) will conduct follow up with teachers and grade level teams to ensure that the feedback was implemented by the teacher and offer additional supports such as additional professional training if necessary. <p>Tags:Curriculum, ONS: Principal Quality, Math: Curriculum</p> <ul style="list-style-type: none"> • (Not started) School will allocate funds for substitutes or other support staff so teachers are able to participate in job-embedded professional learning opportunities (i.e. peer observation, debrief meeting, risk free learning) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) School will allocate time during school and with flex hours to engage staff in instructional planning and assessment compilations aligned to the scope and sequence each quarter <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Teachers will plan instruction and use the components of the curriculum. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Each teacher will have a public recognition system to highlight students for attendance, and/or student of the month. <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Schedule each homeroom to work with Counselor on Naviance, one semester, one period per week. <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Check ins with students, teachers will have students engage in self reflection of their emotions, feelings, and present level of functioning. <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p>
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Strategy 2

If we do...	improve the data driven culture by engaging in continuous cycles of professional learning for teachers around administering common assessments, analyzing data through a user-friendly platform, planning for instruction from assessment data, implementing next steps, and monitoring student responsiveness,
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Then we see...	then we should see teachers? using data to guide how they organize student learning experiences, build standard-based portfolios, scaffold instruction, and extend instruction based on the needs of the students while providing rigorous tasks
which leads to...	students will have a consistent in-depth understanding of their role and responsibilities in their learning leading to increased engagement, academic progress (growth) and attainment in NWEA results school wide
Budget Description	Teacher teams will need to complete some of this work after school and will need extra hours to work after school.
Tags	Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) The administration team will be able to provide teachers training on data driven cycle for continuous improvement of analyzing data and informing/transforming instruction. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Teachers working in teams will create common assessments, administer assessments, evaluate assessments, and determine next step instructional items two times quarterly. Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) School administration (Principal and Assistant Principal) will conduct follow up with teachers and grade level teams to ensure that the next step instruction was implemented by the teacher and offer additional supports such as additional professional training if necessary. Tags:ONS: Continuous Improvement, ONS: Principal Quality

Strategy 3

If we do...	Provide ongoing professional development throughout the year to teachers around tier 1 expectations: (instructional components, questioning and discussion techniques, timing, time on task with grade level standards etc?)
Then we see...	...teachers will be able to focus on grade level content for all students and provide targeted support to individual students or groups of students based on their identified needs. We should see teachers providing students with grade level instruction and grade level task;

	and we should see students spending more time on grade level task students and engaged in standards based instruction; and
which leads to...	Increase the number of students meeting attainment in reading and math
Budget Description	Teachers will need extra time after school to plan on creating classroom structures. The ILT team will need time this summer to craft the common expectations.
Tags	Instruction, Relational Trust, Equity: Fair Policies and Systems
Action steps	<ul style="list-style-type: none"> • (Not started) Before the beginning of the school year SY2021, the ILT team will create common set of instructional expectations for teachers to follow throughout the school year. Tags: Leadership for Continuous Improvement, Instruction • (Not started) ILT will provide professional training to teachers and staff about common set of instructional expectations starting in August 2020 Tags: Leadership for Continuous Improvement, Instruction • (Not started) School administration will schedule two instructional round walks each quarter and ILT teams will conduct two instructional round walks quarterly into classrooms to evaluate the use of ILT created common set of instructional expectations; and provide feedback to grade level teams and teachers. The ILT will have a meeting before the walk to discuss look fors in , collect the data in the classrooms, dis-aggregate data, and frame feedback for teachers. Tags: Leadership for Continuous Improvement, Instruction, ONS: Continuous Improvement, ONS: Principal Quality • (Not started) School administration (Principal and Assistant Principal) will conduct follow up with teachers and grade level teams to ensure that the feedback was implemented by the teacher and offer additional supports such as additional professional training if necessary. Tags: Leadership for Continuous Improvement, Instruction, ONS: Continuous Improvement, ONS: Principal Quality • (Not started) Select lessons from CPS Advisory Framework to use during homeroom (Character education) ... Tags: OSEL: SEL Instruction • (Not started) Schedule each homeroom to work with Counselor on Naviance, one semester, one period per week. Tags: OSEL: SEL Instruction

- (Not started) Highlight best practices by asking teachers to lead staff in an activity they use in their class.

Tags: OSEL: SEL Instruction

- (Not started) Use problem solving process to review My Voice My School data, and identify specific trends and potential root causes.

Tags: OSEL: SEL Instruction

- (Not started) Form a School Culture and Climate Team comprised of a diverse group of stakeholders.

Tags: OSEL: SEL Instruction, OSEL: Supportive School Environment

- (Not started) Send students birthday acknowledgement

Tags: OSEL: Supportive School Environment

- (Not started) Train all staff to be mentors, and assign adult mentors to students referred to the Behavioral Health Team as appropriate.

Tags: OSEL: Supportive School Environment

- (Not started) Adopt an 8th grader program

Tags: OSEL: Supportive School Environment

- (Not started) *Create cross-grade Advisory classes to increase positive interactions between grade levels (Junior Achievement/BAM and WOW).

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Establish a Peace Room, have each homeroom visit to experience a talking circle, and teach a process for students to self-refer to have a Peace Circle as needed.

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment

- (Not started) Provide staff with opportunities to engage in book studies and reflection to improve practice.

Tags: OSEL: Supportive and Equitable Discipline Practices

	<ul style="list-style-type: none"> (Not started) Facilitate the grouping of staff into self-selected groups of 3-4 to present a challenge, observe in each other's classrooms, and provide supportive feedback. <p>Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) Ask staff pairs to take turns planning agendas for principal-directed prep periods. <p>Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Developed a social committee <p>Tags: OSEL: Supportive School Environment</p>
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Strategy 4

If we do...	Develop school wide grading policies that promote equitable grading for all students grades k-8. We develop standard portfolios?
Then we see...	Students will have a consistent in-depth understanding of their role and responsibilities in their learning. Students will be able to demonstrate mastery through task
which leads to...	Lead to increased engagement and academic progress evident by an increase in students at attainment school wide
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) A grading committee will develop or purchase a standard completion tracking system so that teachers can refer to to transform instruction. <p>Tags:</p>

Strategy 5

If we do...	Develop school wide grading policies that promote equitable grading for all students grades k-8
Then we see...	Students will have a consistent in-depth understanding of their role and responsibilities in their learning

which leads to...	Lead to increased engagement and academic progress evident by an increase in students at attainment school wide
Budget Description	
Tags	
Action steps	

Action Plan

Strategy 1

The ILT team will identify and select a curriculum evaluation tool to analyze curriculum, evaluate curriculum, and select math and literacy curriculum for tier 1, 2 and 3 support with digital and non-digital components.

Apr 01, 2020 to Aug 28, 2020 - ILT members

Teachers and staff members will receive professional development by the vendors of the selected curriculum and be provided additional support

Aug 31, 2020 to Jun 18, 2021 - Principal, Assistant Principal

School administration will schedule two instructional round walks each quarter and ILT teams will conduct two instructional round walks quarterly into classrooms to evaluate the use of selected curriculum; and provide feedback to grade level teams and teachers. The ILT will have a meeting before the walk to discuss look fors in , collect the data in the classrooms, dis-aggregate data, and frame feedback for teachers.

Aug 31, 2020 to Jun 11, 2021 - ILT members, Principal, and Assistant Principal

School administration (Principal and Assistant Principal) will conduct follow up with teachers and grade level teams to ensure that the feedback was implemented by the teacher and offer additional supports such as additional professional training if necessary.

Aug 31, 2020 to Jun 11, 2021 - Principal and Assistant Principal

School will allocate funds for substitutes or other support staff so teachers are able to participate in job-embedded professional learning opportunities (i.e. peer observation, debrief meeting, risk free learning)

Nov 12, 2020 to Dec 18, 2020 - Principal and Assistant Principal

School will allocate time during school and with flex hours to engage staff in instructional planning and assessment compilations aligned to the scope and sequence each quarter

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Teachers will plan instruction and use the components of the curriculum.

- Teachers

Each teacher will have a public recognition system to highlight students for attendance, and/or student of the month.

Sep 18, 2020 to Jun 18, 2021 - Teachers

Schedule each homeroom to work with Counselor on Naviance, one semester, one period per week.

Sep 14, 2020 to Jun 18, 2021 - Counselor and Teachers

Check ins with students, teachers will have students engage in self reflection of their emotions, feelings, and present level of functioning.

Sep 14, 2020 to Jun 18, 2021 - Teachers

Strategy 2

The administration team will be able to provide teachers training on data driven cycle for continuous improvement of analyzing data and informing/transforming instruction.

Aug 31, 2020 to Sep 04, 2020 - Principal and Assistant Principal

Teachers working in teams will create common assessments, administer assessments, evaluate assessments, and determine next step instructional items two times quarterly.

Sep 08, 2020 to Jun 11, 2021 - Grade level teacher teams

School administration (Principal and Assistant Principal) will conduct follow up with teachers and grade level teams to ensure that the next step instruction was implemented by the teacher and offer additional supports such as additional professional training if necessary.

- Principal and Assistant Principal

Strategy 3

Before the beginning of the school year SY2021, the ILT team will create common set of instructional expectations for teachers to follow throughout the school year.

Jun 22, 2020 to Sep 04, 2020 - ILT

ILT will provide professional training to teachers and staff about common set of instructional expectations starting in August 2020

Aug 31, 2020 to Sep 04, 2020 - IL T

School administration will schedule two instructional round walks each quarter and ILT teams will conduct two instructional round walks quarterly into classrooms to evaluate the use of ILT created common set of instructional expectations; and provide feedback to grade level teams and teachers. The ILT will have a meeting before the walk to discuss look fors in , collect the data in the classrooms, dis-aggregate data, and frame feedback for teachers.

Sep 08, 2020 to Jun 10, 2022 - ILT, Principal, and Assistant Principal

School administration (Principal and Assistant Principal) will conduct follow up with teachers and grade level teams to ensure that the feedback was implemented by the teacher and offer additional supports such as additional professional training if necessary.

Sep 08, 2020 to Jun 10, 2022 - ILT, Principal, and Assistant Principal

Select lessons from CPS Advisory Framework to use during homeroom (Character education)...

Sep 14, 2020 to Jun 18, 2021 - Counselor

Schedule each homeroom to work with Counselor on Naviance, one semester, one period per week.

Sep 14, 2020 to Jun 18, 2021 - Counselor and Teachers

Highlight best practices by asking teachers to lead staff in an activity they use in their class.

Sep 14, 2020 to Jun 11, 2021 - Teachers

Use problem solving process to review My Voice My School data, and identify specific trends and potential root causes.

Sep 14, 2020 to Jun 11, 2021 - Teachers, Culture and Climate Team

Form a School Culture and Climate Team comprised of a diverse group of stakeholders.

Sep 14, 2020 to Jun 11, 2021 - Teachers, Culture and Climate Team

Send students birthday acknowledgement

Sep 14, 2020 to Jun 11, 2021 - Counselor

Train all staff to be mentors, and assign adult mentors to students referred to the Behavioral Health Team as appropriate.

Sep 14, 2020 to Jun 11, 2021 - Teachers, Culture and Climate Team

Adopt an 8th grader program

Sep 14, 2020 to Jun 11, 2021 - Teachers

*Create cross-grade Advisory classes to increase positive interactions between grade levels (Junior Achievement/BAM and WOW).

Sep 14, 2020 to Jun 11, 2021 - Teachers, Counselor

Establish a Peace Room, have each homeroom visit to experience a talking circle, and teach a process for students to self-refer to have a Peace Circle as needed.

Sep 14, 2020 to Jun 11, 2021 - BHT Members, Principal, and Assistant Principal

Provide staff with opportunities to engage in book studies and reflection to improve practice.

Sep 14, 2020 to Jun 11, 2021 - Counselor

Facilitate the grouping of staff into self-selected groups of 3-4 to present a challenge, observe in each other's classrooms, and provide supportive feedback.

Nov 30, 2020 to Jul 09, 2021 - Teachers

Ask staff pairs to take turns planning agendas for principal-directed prep periods.

Sep 21, 2020 to Jun 11, 2021 - Teachers

Developed a social committee

Sep 14, 2020 to Jun 11, 2021 - Counselor

Strategy 4

A grading committee will develop or purchase a standard completion tracking system so that teachers can refer to to transform instruction.

-

Strategy 5

Fund Compliance

ESSA Program

[]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform

format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

☒ 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.

The school will provide parents with an opportunity to be a part of the joint development and periodic review of the parental and family engagement plan and policy. Information will be retained in the ?parent room? with open opportunities to provide input. In addition, structured opportunities of input will be announced through flyers, phone calls, text messaging, website postings and email.

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

The school will provide monthly meetings that vary in time and location. Sessions will be held in both the Child Parent Center and Main Building throughout the course of the school year. The sessions will be conducted on a rotating schedule to accommodate the needs of the parents. The school will utilize the flyers, school website, word of mouth, the school marquee, parent contact, phone calls and other modes to communicate information regarding the meetings. The school will conduct its Principal?s Title 1 Annual Informational Meeting on September 24, 2020 at 8:15 a.m. The PAC Organizational Meeting will be held on September 24, 2020 at 10:00 a.m.

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 allow shared governance to the parents of Parker Community Academy. The school will work with the Chairperson of the Parent Advisory Council to schedule meetings for parents and provide them the opportunity to partake in the decision making process regarding the educational choices made regarding their child. Parents will also have the opportunity to partake in information sessions that provide them with background knowledge needed to make informed decisions.

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.

As the school receives the Parent Reports generated by the Illinois State Board of Education, it will disseminate the reports upon receipts to the school. To ensure that parents and guardians understand the content of the report, an information session will be scheduled. In addition, a school representative (counselor, guidance counselor, ILT members, reading or math coach, or other administrator) will be available to provide the parent with an analysis of the report. The school will also provide students in regular conferences around their data so that they are able to articulate the information to their parents (parent/student conference day - proposed).

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.

In accordance with the guidelines outlined by the Illinois State Board of Education and CPS policies/procedures, parents will receive notification in a timely manner regarding their child's assignment to a class being taught by a teacher who is not highly qualified. This will occur for at least four consecutive weeks in alignment with state and district level policies.

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 engage parents in information sessions, workshops and other communication documents that provide parents with an understanding of the educational standards, assessments, progress monitoring and tools for working with educators. External partners will also become knowledgeable regarding the above mentioned matters to increase their ability to provide parent support and information sessions needed to support student learning.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The school will maintain an area within the school library and a parent room which provides parents with resource information, video instructional tapes, literature and technology access in order to assist parents with their children to improve academic achievement. It will also assist with increasing parental involvement. The school will maintain resources aimed at supporting students with learning disabilities as well as supporting students within at least restrictive learning environments. The school will plan workshop presentations conducted by not only school personnel but also external partners trained to support parents.

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

The school will work with parent organizations that provide the school with the support needed to build the relationships between staff and parents. Training modules and workshops will be conducted based upon the needs of the school, staff and parents as it relates to coordinating parent programs and enhances the connections between the school community and parents. The school will accomplish this through a continued partnership with Youth Guidance Community School Initiative.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The school will conduct parent workshops, hands on activities, information sessions and training for parents in an effort to encourage parent support in the education of their children. The school will assist parents in these areas of concentration: Child Development, Personal Development/ Self Esteem, Parenting, Consumerism, Home Arts/Sewing/Crafts, Cooking/Nutrition, Literacy Development/Readiness, Field experiences and Healthy/Safety.

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 continue to provide parents with information regarding the various events in the school. Flyers will be sent home. Information will be posted around the school to communicate information regarding the event. In addition, information regarding the events will be placed in the school newsletter, on the school calendar and the school website. The parents will also receive information during the LSC meetings, PAC meetings, PTA meetings, and other parent workshops.

Policy Implementation Activities

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

☒ **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

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

☒ **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

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.)

The mission of Parker Community Academy is to maximize the learning experiences of every child by working collaboratively with the students, parents and community partners to provide a safe, supportive environment while promoting college and career readiness, integrating technology, creating critical thinkers, and promoting conflict resolution skills

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 quarterly at the report card pick up dates and when progress reports are generated. The school will also provide opportunities for parent teacher conferences daily and at times conducive to both the teacher and parent. Parent-Teacher conferences will be held on scheduled report card pick up days during the first and third quarters. Parents will also have the opportunity to participate in parent-teacher conferences on a daily basis during preps and after-school. The parents will also have the option of meeting with teachers during the common prep times which have

not been designated as school/district meeting times. Parents will also be able to schedule appointments with the classroom teacher.

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 hold parent teacher conferences quarterly at the report card pick up dates and when progress reports are generated. The school will also provide opportunities for parent teacher conferences daily and at times conducive to both the teacher and parent. Parent-Teacher conferences will be held on scheduled report card pick up days during the first and third quarters. Parents will also have the opportunity to participate in parent-teacher conferences on a daily basis during preps and after-school. The parents will also have the option of meeting with teachers during the common prep times which have not been designated as school/district meeting times. Parents will also be able to schedule appointments with the classroom teacher.

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

The school will provide parents with access to teachers during prep each day. The parents will also have the option to schedule an appointment with the classroom teachers before, during, or after school hours based on appointment. Additionally, parents can schedule time during the teacher's preparation period. The parent's will meet with the teacher in the classroom or at another predetermined location. The school will provide parents access to the staff prior to student arrival, during preparation periods or at the end of the instructional day. The meeting can convene in the classroom, the multipurpose room or an administrator's office. In addition to teaching staff being available at predescribed times, other resource personnel will be available during scheduled times during the day.

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.

In accordance with the policy set forth by the Chicago Board of Education, parents will have the opportunity to volunteer and participate in classroom activities. Upon the teacher or administrator request, parents will have the opportunity to observe the classroom activities.

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

The parents will support their children's learning by providing assistance with homework and projects sent home by the teacher. They will also work with their child based on information communicated by the teacher regarding the specific needs of the child.

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

Parents will participate in the Local School Council, the Parent Advisory Council and the Parent-Teacher Association which will allow the parents to participate in the decisions related to their child's education.

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

The student will uphold their commitment to be responsible for their learning. The student will practice coming to school prepared with the necessary material and supplies needed to complete assignments. They will also complete school and homework as well as be active learners. They will improve the level of academic achievement by applying themselves during the learning process and using skills needed to be career and college ready. The shift towards career and college readiness will be embraced by students as teachers continue to provide students with skills needed for the achievement of academic success.

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.

To provide parents with access to tools that support student achievement through engagement opportunities focussed on literacy, math and social emotion support. Activities will be provided on a monthly basis along with access to materials and resources in the parent room that allow for on-going access to information and support.

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.	\$300.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$400.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$800.00
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)	\$750.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$500.00

54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$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.	\$500.00
53510	Postage Must be used for parent and family engagement programs only.	\$25.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$300.00