Asa Philip Randolph Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Elizabeth Meyers	Principal	egmeyers@cps.edu	Has access
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James Cerasani	Math MCL	jpcerasani@cps.edu	No Access
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Theresa Dorsey	Literacy teacher	ttdorsey2@cps.edu	No Access
Dimple Daredia	Math teacher	ddaredia@cps.edu	No Access

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)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**:
- 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
  - 2 Design and implement school day schedules that are responsive to student needs
  - 2 Align the budget to the CIWP priorities and the mission of the school
  - 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)
  - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence**:
- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership

- o 2 Use questioning and discussion as techniques to deepen student understanding
- o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- o 2 Provide students frequent, informative feedback
- o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 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)
- o **Evidence**:
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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
  - o 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
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- - 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - **Evidence**:
- 1 - Transitions, College & Career Access, & Persistence
  - 1 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)
  - 1 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 1 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

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence**:
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline

- o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Family & Community Engagement
  - o 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1
2	Quality and Character of School Life: Family & Community Engagement	5
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**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.

Area of Critical Need 1	Students in the lowest quintile <21%tile are not making adequate progress
Root Cause 1	Lack of using formative data and intentional planning to drive instruction
Area of Critical Need 1	Students with IEPs are not making adequate progress.
Root Cause 2	General ed teachers and DL teachers meeting and planning together
Area of Critical Need 3	Math assessment data has been stagnant over the last 3 years.
Root Cause 3	Curriculum that meets the needs of students and intentional planning

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
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) I chose this metric because students in the lowest quintile	Overall		55.00	60.00
	Students with IEPs		35.00	40.00
Vision: NWEA Growth G3-8 (Math) I chose this metric because math data have been stagnant over the last 3 years.	Overall		48.00	55.00
	Male		43.00	48.00
Vision: NWEA Attainment G2 (Reading) I chose this metric because 2nd grade attainment has been stagnant and when students are far below it hurts them when they enter 3rd grade.	Overall		23.00	28.00
	African American Female		15.00	20.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	Engage our staff in ongoing inquiry as a basis for improvement and build the capacity of teacher teams to lead cycles of learning.
Then we see...	Teachers will use data (numerical and observational) to plan and deliver high quality and effective instruction.
which leads to...	Teachers will use data (numerical and observational) to plan and deliver high quality and effective instruction.
Budget Description	We will be partnering with Accelerate Institute for the next three years to build our teams capacity.
Tags	Teacher Leader Development & Innovation: Distributed Leadership
Action steps	(Not started) Monitor implementation of continuous improvement cycles to ensure staff uses new knowledge to improve practice and evaluate whether it is having the desired effect on practice and student outcomes through an ongoing data collection system. Tags:Teacher Leader Development & Innovation: Distributed Leadership (Not started) Create systems and the culture to provide/accept collegial support and feedback via peer observations, and coaching. Tags:Teacher Leader Development & Innovation: Distributed Leadership (Not started) Share responsibility via formalized structures (Instructional Leadership Teams, Grade Level Teams, etc.) that represent all relevant content areas, programs, related services, and grade bands/department teams and is an appropriate size. Tags:Teacher Leader Development & Innovation: Teacher Teams

Strategy 2

If we do...	Provide students with tasks that are Aligned to the expectations of the standards Are cognitively demanding And provide learning experiences that are relevant to their everyday life
Then we see...	There will be an increase in student engagement and students will develop as real world problems solvers
which leads to...	An increase in academic performance
Budget Description	We will build on the work that we've done with Leading Educators over the last year that focused on aligning student tasks to the rigor of the standard.
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks

Action steps	(Not started) Align units of instruction horizontally and vertically to scope and sequence maps. Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks (Not started) Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations Integrate tasks to draw on multiple standards Tags:Instruction, CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Curriculum (Not started) Use protocols to collectively examine student work and reflect on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers" Tags:Instruction

Strategy 3

If we do...	Recruit/ develop a diverse MTSS team that will use the MTSS framework to determine tiering criteria and a menu of interventions and develop systems and structures that can track students progress
Then we see...	Will be able to identify and support ALL students by providing them with appropriate tiers of intervention/ support
which leads to...	Support for ALL students and intentional interventions which will promote student engagement, students meeting their growth targets, and reaching or exceeding attainment.
Budget Description	We will establish a MTSS team. We will also detail what each tier looks like and what supports are in place for each.
Tags	MTSS: Curriculum & Instruction
Action steps	(Not started) Recruit a diverse MTSS team. Tags:MTSS (Not started) MTSS Team develop intentional interventions that clearly outlines the resources, system and structures for Tier 1, Tier 2 and Tier 3 Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring

	• (Not started) School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide and school data, to accurately assess student achievement results and school practices. Tags:MTSS: Progress Monitoring

Strategy 4

If we do...	If we Integrate and monitor a universal Tier 1 SEL curriculum and The Climate and Culture team implement and monitor a school-wide behavior expectation plan and train staff in restorative practices and. Develop a Diverse Behavior Health Team that will develop interventions for Tier 3 behavior students
Then we see...	Teachers knowledge of SEL and IL SEL standards will increase and they will develop systems and structures for students to apply SEL learning And The teachers will have systems and structures in place that will allow them the opportunity to rectify and mediate behavior incidents in a manner that they can repair and restore relationships with students And Staff will have a referral process and strategies for Tier 3 Behavior students
which leads to...	Students taking responsibilty and ownership of their bahavior, students will have coping strategies in order to restore relationships and misconduct and suspensions will decrease.
Budget Description	We will need to develop a more personalized approach to supporting students with their SEL needs.
Tags	OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) Second Step will be used consistently in PreK-8th grades Teachers will incorporate IL SEL standards into lessons. Tags:OSEL: SEL Instruction • (Not started) CCT will attend Responsive Classroom training Summer 2020 Tags: • (Not started) Staff will be trained on Year Responsive Classroom Strategies and other restorative practices Tags:MTSS: Fidelity of Implementation • (Not started) CCT will create a menu of interventions across tiers of support in response to behavioral incidents Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

Strategy 5

If we do...	Find meaningful ways to engage our parents.
Then we see...	We will see an increase in positive parent presence and a decrease in the number of negative interactions amongst parents and school staff.
which leads to...	An increase in the number of parents who see the school as a partner in their child(ren) success.
Budget Description	We will work with Metropolitan Family Services to develop more family programs that are relevant to our family's needs.
Tags	FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists
Action steps	• (Not started) Parent partnerships: parents with a skill set (ex: jewelry making) teach a class to other parents Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists • (Not started) Leverage Class Dojo for parent discussions - parents who engage/answer questions during that week/month they are entered to a raffle Tags:FACE2: Parent Engagement • (Not started) 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, garden events, Student of the Month breakfasts, grade level breakfasts/lunch/coffee break for parents to meet & talk and build relationship/commonality together). Tags:

Action Plan

Strategy 1

Monitor implementation of continuous improvement cycles to ensure staff uses new knowledge to improve practice and evaluate whether it is having the desired effect on practice and student outcomes through an ongoing data collection system.

Sep 08, 2020 to Jun 18, 2021 - Meyers, Ray, Wheat and Cerasani

Create systems and the culture to provide/accept collegial support and feedback via peer observations, and coaching.

Jul 01, 2020 to Sep 04, 2020 - Wheat and Cerasani

Share responsibility via formalized structures (Instructional Leadership Teams, Grade Level Teams, etc.) that represent all relevant content areas, programs, related services, and grade bands/department teams and is an appropriate size.

Nov 09, 2020 to Jun 17, 2022 - Meyers, Ray, Wheat, Cerasani, Lead teachers

Strategy 2

Align units of instruction horizontally and vertically to scope and sequence maps.

Aug 03, 2020 to Sep 04, 2020 - Ray, Wheat, Cerasani, Teachers

Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations Integrate tasks to draw on multiple standards

Sep 07, 2020 to Jun 17, 2022 - Meyers, Ray, Cerasani, Wheat, Teachers

Use protocols to collectively examine student work and reflect on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers"

Sep 07, 2020 to Nov 13, 2020 - Wheat and Cerasani

Strategy 3

Recruit a diverse MTSS team.

Jul 01, 2020 to Jul 31, 2020 - Ray

MTSS Team develop intentional interventions that clearly outlines the resources, system and structures for Tier 1, Tier 2 and Tier 3

Aug 03, 2020 to Sep 04, 2020 - Ray and MTSS Team

School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide and school data, to accurately assess student achievement results and school practices.

Nov 16, 2020 to Jun 17, 2022 - Ray and MTSS Team

Strategy 4

Second Step will be used consistently in PreK-8th grades Teachers will incorporate IL SEL standards into lessons.

Sep 07, 2020 to Sep 30, 2020 - Ray and teachers

CCT will attend Responsive Classroom training Summer 2020

Jul 01, 2020 to Jul 30, 2020 - CCT

Staff will be trained on Year Responsive Classroom Strategies and other restorative practices

Aug 03, 2020 to Aug 28, 2020 - CCT

CCT will create a menu of interventions across tiers of support in response to behavioral incidents

Aug 03, 2020 to Nov 13, 2020 - CCT

Strategy 5

Parent partnerships: parents with a skill set (ex: jewelry making) teach a class to other parents

Nov 16, 2020 to Jun 17, 2022 - Betina Ohara, Amy Haley, Kattie Shaw, Tamminika Reddick

Leverage Class Dojo for parent discussions - parents who engage/answer questions during that week/month they are entered to a raffle

Sep 07, 2020 to Jun 17, 2022 - Meyers

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, garden events, Student of the Month breakfasts, grade level breakfasts/lunch/coffee break for parents to meet & talk and build relationship/commonality together).

Oct 01, 2020 to Jun 17, 2022 - Haley

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.

Each year at our first PAC meeting in September, we revisit the parent involvement plan and policy to revise it before the NCLB title I Parent Meeting. In particular, we look at student achievement data to determine if we need to revise our involvement plan. Also, we review the data from My Voice, My School with parents to give them the opportunity to advise us on what steps to take to address the data.

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

We offer personalized learning in grades 3-8 for both math and literacy. This allows us to deign instructional tasks for students at their academic level.

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.

We provide guided reading and math for K-8th grade. This model allows every student to exposed to grade level content, but also practice and build their skill deficits so that they can progress towards grade l

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).

We offer 1-on-1 or small group LLI pullout to students in grades K-3 that are reading below grade level. We also partner with City Year to provide small group support for literacy, math, and SEL for students in grades 4-8th grade.

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

We offer a support environment to both our students and staff. We work to ensure that our teachers have all the supports they need to thrive in our school. We partner with Michigan State University to host "cooperating teachers" in an effort to train and hire them to work in our school. Finally, we have both a literacy and math coach that support teachers increase their pedagogy and content knowledge.

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.

We offer professional development opportunities to all of our staff. We use our weekly team meetings as an opportunity to provide PD to teachers. We also partner with organizations that focus on teacher development- these agencies include Leading Educators, DePaul University, and LEAP Innovations.

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

We have partnered Metropolitan Family Services to develop programming based on our parents needs. We also host bi-monthly family engagement opportunities.

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.

NA

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.

We have an ILT that includes a teacher from every grade band and specialty area. This team meets monthly to discuss and review data, as well as provide input for instructional decisions that need to be made.

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.

We use a workshop based instructional model in which students are grouped according to their ability for literacy and math. Students receive tasks at their level and meets with the teacher in small group to clear up any misconceptions. We also partner with City Year to support our tier 2 students.

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.

We partner with Metropolitan Family Services and Community In Schools to identify the needs of our students and our parents. Once the needs- based assessment is completed we identify a list of programming that will help address the needs identified from the assessment.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Each year at our first PAC meeting in September, we revisit the parent involvement plan and policy to revise it before the NCLB title I Parent Meeting. In
particular, we look at student achievement data to determine if we need to revise our involvement plan. Also, we review the data from My Voice, My School
with parents to give them the opportunity to advise us on what steps to take to address the data.

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 NCLB/Title I its annual principal meeting on *** and the organizational PAC meeting was held on ***. We begin advertising the date of the meeting during
the 1st week of school. Our first school newsletter has the date and time of the meeting, we send flyers home with students, we announce the date and time
of the meeting over the school intercom system, and we post it on the school digital monitor. During this meeting, parents will be informed of and given copies
of the following: Randolph Continuous Improvement Plan, The Randolph Parent Involvement Budget Plan, The Randolph Parent Involvement Policy, The
Randolph Parent Compact, The Randolph itemized Title I School Budget, CPS Parent Involvement Policy, and CPS TItle 1 Parent Involvement Guidelines. In
addition, we host PAC meetings on the 3rd Thursday of every month. During the first PAC meeting, the calendar for the year is created and then sent home
with students. In addition, about 7 days prior to a meeting, flyers are sent home, and we post the date and time on the school digital monitor. The job of one
of our parent workers is to build relationships with parents as they enter and exit the building and to invite them to participate in our parent workshops and
other school events.

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.

In September, we will host our NCLB Title I meeting. Parents will get a copy of the NCLB itemized school budget. A detailed explanation of all items on the
budget will be provided to the attendees. In August during Back To School Night, we provide parents with copies of curriculum outlines for the year. Teachers
provide an explanation of the purpose of the assessments and their dates. Teachers explain how the assessments are scored and give parents advise for
what they can do to assist their student(s). In addition, throughout the school year, as we get data, parents

will be called and informed about their student(s)
performance.

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.

This information will be shared with parents by the school staff distributing the parent reports on student assessments after they have been received.

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.

This information will be shared based on the ISBE releasing this information.

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 present a workshop on understanding assessments during a time that is convenient

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 schedule appropriate trainings during the school year.

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.

Staff will attend a workshop on working with parents and the community.

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.

To the extent, possible the school will offer programs coordinated with early literacy development.

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 issue all correspondences in the appropriate language.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] ** In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs. **
[X] ** The school will coordinate the parent and family engagement programs identified in the CIWP. **
[X] ** 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)   NA

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)   Randolph Elementary School will establish an exemplary learning community that supports innovation through the development of 21st century skills, fine and performing arts, excellence and continuous educational improvement. Randolph Elementary School commits to addressing the learning needs of all students academically, socially, emotionally, and physically. We strive to create a collaborative learning community, which develops best practices, challenging learning goals and rigorous assessments to ensure all our students are prepared to compete in a global society. Randolph Elementary School will provide a supportive and challenging, educational environment in which students have equal opportunities to excel and reach their full potential as lifelong learners. Randolph Elementary School's students will be capable of matriculating successfully at the next level of learning. Students will be well rounded, productive and technologically savvy members of society.
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.   The staff will hold two scheduled parent-teacher conferences during the school year. Also, parents will be informed that they can schedule parent-teacher conferences by appointment.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Parents will be given access to the Parent Portal which gives them 24 hour access to their child?s progress. Also, four times during the school year parents
will receive student progress reports.

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

Parents will have access to the staff during parent-teacher conferences, by appointment, and during after school events.

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 will have opportunities to volunteer during school field trips and during after school events.

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

Parents will be encouraged to insure students complete homework. Parents will be encouraged to monitor student's attendance. Parents will be encouraged

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

During PAC meetings parents will discuss ways to improve student achievement and how to work with their children at home as it relates to the mandated
curriculum.

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

Students will be active in developing classroom and school rules. Students will be active in developing performance goals and attendance goals. Students will
be active in identifying incentives for attendance and citizenship. The student council will be active and diverse.

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 empower our parents to be able to fully support their children both academically and social emotionally.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

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.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$875.00
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)	$1325.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$500.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00