# Daniel S Wentworth Elementary School 2020-2022 plan summary

## Team

| Name | Role | Email | Access |
|------|------|-------|--------|
| Janelle Thompson | Principal | jlthompson1@cps.edu | Has access |
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| Lanae Smith | PAC Chair | | No Access |

## Team Meetings

| Date | Participants | Topic |
|------|--------------|-------|
| 01/28/2020 | Thompson, Heard, Ellison, Geist, Sanders, Richter, Parker and Flowers, Nivedita | Rating SEF Categories |
| 02/11/2020 | Thompson, Heard, Ellison, Geist, Sanders, Nelson and Richter, Nivedita | Selecting Framework Priorities |
| 02/21/2020 | Thompson and Heard | Goal-Setting |
| 03/31/2020 | Thompson, Heard, Ellison, Geist, Sanders, Nelson, Flowers, Parker, Richter, Nivedita | Theory of Action |

| Date | Participants | Topic |
|---|---|---|
| 04/08/2020 | Thompson, Heard, Ellison, Geist, Sanders, Nelson, Flowers, Parker, Richter and Nivedita | Theory of Action |
| 05/04/2020 | Thompson and Heard | Action Steps |
| 05/06/2020 | Thompson, Heard and Nivedita | Review theory of action and action steps for alignment |
| 05/07/2020 | Thompson, Heard, Smith, Jordan, Guice, Frye | Complete parent compact |

# 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

- 2 - Leadership for Continuous Improvement
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 2 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)
  - 2 Enable staff to focus and prioritize what matters most
  - 2 Employ the skills to effectively manage change
  - 2 Make ?safe practice? an integral part of professional learning
  - 2 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**: Principal is in her 3rd full year. AP is in her first month
- 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

- o 4 Design and implement school day schedules that are responsive to student needs
- o 3 Align the budget to the CIWP priorities and the mission of the school
- o 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
- o 1 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Beginning to implement practices

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 1 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
  - o 1 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**: Curriculum is geared towards students on grade level. Is not culturally relevant for all
- 1 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 1 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 1 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 1 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**: Instruction is not differentiated
- 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 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

- 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 1 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 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 1 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**: Inconsistent grading practices
- 1 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 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 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 1 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 1 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)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 1 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)
  - o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)

- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 1 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)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 1 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)
- o 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 1 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)
- o 1 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)
- o 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 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)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 1 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)
- o 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)
- o **Evidence**: We have used the Problem solving process but on an inconsistent basis
- 2 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Every year we take the 8th graders on college tours--in-state and out-of-state. We also take the 7th and 8th graders on high school investigation trips. Last year, we implemented College and Career Week, which consisted of a

variety of activities for each day--including Career Day, Greek Day, and High School Signing Day.

## Quality and Character of School Life

- 2 - Relational Trust
  - o 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: We have an ILT, grade levels meet bi-weekly and the PPC meets with the Principal monthly
- 1 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 1 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 1 Exercise student voice (REQUIRED: OSEL)
  - o 1 Authentically interact with community and civic leaders
  - o 1 Engage with their community
  - o 1 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**: Our 8th grade teacher is our SVC lead. We have identified two students to represent Wentworth
- 2 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: We use CHAMPS
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 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 1 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**: We partner with UMOJA. Our culture and climate team meets with them monthly.
- 2 - Family & Community Engagement

- o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- o 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).
- o 3 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 3 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 1 Partner equitably with parents speaking languages other than English
- o 1 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**: Inconsistent practices. We reach out to parents but not on a consistent basis.

# School Excellence Framework Priorities

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

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 2 | Quality and Character of School Life: Relational Trust | **0** |
| 2 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | **3** |

# Goals

## Areas of critical need and root cause analysis

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

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

## Vision metrics

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020– 2021 goal | 2021– 2022 goal |
|---|---|---|---|---|
| SQRP: National School Growth Percentile - Reading (Grades 3-8) | African American | | 50.00 | 60.00 |
| I chose this metric because it is a priority for our school since this metric dropped significantly from the previous year. | | | | |
| SQRP: National School Growth Percentile - Math (Grades 3-8) | African American | | 70.00 | 75.00 |
| I chose this metric because it is an area we have seen continuous growth and we want to see this growth continue. | | | | |
| Vision: Attendance Rate | African American | | 94.00 | 95.00 |
| | | | | |

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| I chose this metric because we have to keep attendance a priority. We have to have students in school in order to teach them. | | | | |
| SQRP: National School Attainment Percentile - Reading (Grade 2)<br><br>I chose this metric because it is an area we have been focusing on. Our attainment at 2nd grade continues to be low and we want to see if the changes we have made are working. | African American | | 15.00 | 20.00 |
| SQRP: National School Attainment Percentile - Math (Grade 2)<br><br>I chose this metric because it is an area we have been focusing on. Our attainment at 2nd grade continues to be low and we want to see if the changes we have made are working. | African American | | 15.00 | 20.00 |

## Required metrics (Elementary) (33% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| | | | | | |
| **My Voice, My School 5 Essentials Survey**<br>We have been Partially Organized for the past two years. We need to be at least organized. | | | | | |

## Custom metrics (0% complete)

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

# Strategies

## Strategy 1

| If we do... | implement strategies to improve instruction including the following specific components, planning for whole group instruction using the gradual release of responsibility, planning for small group instruction using NWEA data and the learning continuum, unpacking/internalizing the common core state standards |
|---|---|
| Then we see... | teachers will design coherent instruction, enhance the delivery of instruction and content knowledge |
| which leads to... | students meeting/exceeding their growth targets and increase the number of students on grade level as measured by NWEA |
| Budget Description | Human resources, time and materials |
| Tags | Curriculum, Instruction |
| Action steps | • (Not started) Provide differentiated professional development on GRR<br><br>Tags:Instruction<br><br>• (Not started) Provide differentiated professional development using NWEA data to plan for small group instruction<br><br>Tags:Curriculum<br><br>• (Not started) Provide differentiated professional development on unpacking and internalizing Common Core Standards to create measurable learning objectives (backwards design)<br><br>Tags:Curriculum<br><br>• (Not started) Create an observation schedule to monitor implementation of learning<br><br>Tags:Leadership for Continuous Improvement |

## Strategy 2

| If we do... | Implement strategies to improve the culture and climate of our school, including the following specific components of restorative justice practice, check in/check out system, and an in-school counseling program |
|---|---|
| Then we see... | teachers and administrators enhance their relationships with students and use more effective conflict resolution techniques |
| which leads to... | students feeling more positive about their school experience, as evidenced by their responses on the 5 Essentials survey, and more time spent on engagement in instruction |
| Budget Description | Human resources |

| Tags | Supportive and Equitable Approaches to Discipline |
|---|---|
| Action steps | <ul><li>(Completed) Create a culture and climate team that consists of members who are committed to contributing ideas and time to improve the culture and climate of the school<br><br>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement</li><li>(Not started) Create a robust school-wide discipline/management plan<br><br>Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, SSCE: Inclusive Systems Structures</li><li>(Not started) Provide models of an effective classroom management plan<br><br>Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li><li>(Not started) Create a check in/check out system that includes a progress monitoring component<br><br>Tags:OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</li><li>(Not started) Create a schedule for the counselor to conduct peace/talking circles<br><br>Tags:OSCPA: Social/Emotional Support, OSEL: Supportive School Environment</li><li>(Not started) Continue partnership with Gads Hill. They will provide counseling support to tier 3 students<br><br>Tags:OSCPA: Social/Emotional Support, OSEL: Tier 2 and 3 Interventions</li></ul> |

## Strategy 3

| If we do... | Implement create an MTSS team that focuses on the purpose of MTSS, and using the problem solving process, and develop a menu of interventions aligned to the needs of students and respective tiers |
|---|---|
| Then we see... | will be able to identify students for appropriate tiers of intervention and align students to an effective high-quality intervention and differentiated instruction |
| which leads to... | implemented systems and structures to support at-risk students to decrease the number of students in tier 3 and 2, and increase the number of students in tier 1 |
| Budget Description | Time and Human resources |

| Tags | MTSS |
|---|---|
| Action steps | • (Not started) Create an MTSS team<br><br>Tags:MTSS: Fidelity of Implementation<br><br>• (Not started) Conduct a meeting with MTSS team to ensure they understand MTSS and their role within the team<br><br>Tags:MTSS: Fidelity of Implementation<br><br>• (Not started) Provide professional development on the purpose of MTSS and the problem-solving process<br><br>Tags:MTSS: Fidelity of Implementation<br><br>• (Not started) Provide professional development on research-based interventions for Tier 2 and Tier 3 students<br><br>Tags:MTSS: Fidelity of Implementation<br><br>• (Not started) Identify students who require Tier 3 supports<br><br>Tags:MTSS: Fidelity of Implementation<br><br>• (Not started) Begin the MTSS problem-solving process<br><br>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring |

## Strategy 4

| If we do... | Implement strategies to improve assessment literacy, including the following specific components; professional reads on the concept of assessment literacy, professional development on how to interpret student performance data (TRC/DIBELS, NWEA, etc.), and professional development on using student performance data to drive instruction (such as aligning assessments to objectives) |
|---|---|
| Then we see... | teachers will perceive, analyze and use data on student performance to improve teaching |
| which leads to... | students having reading growth at the 50th percentile, math growth at the 70th percentile, and reading and math attainment at the 15th percentile by the end of the 2020-2021 school year |
| Budget Description | Human resources and materials |
| Tags | Balanced Assessment and Grading |

| Action steps | • (Not started) Engage in professional reads around Assessment Literacy "Assessment Literacy for Educators in a Hurry. Virtual book discussions<br><br>Tags:Assessment: Improving Assessment Literacy<br><br>• (Not started) Implement assessment focused professional development (using data to drive whole and small group instruction, differentiating the content, process and product using NWEA, weekly assessment and quarterly assessment data).<br><br>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness<br><br>• (Not started) Create a learning cycle of five weeks that focuses on understanding and analyzing data, using reports for instruction, creating meaningful assessments that align to CCSS, objectives and the learning continuum.<br><br>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth |
|---|---|

## Strategy 5

| If we do... | Develop a school-wide quality grading system that is focused on grade level standards |
|---|---|
| Then we see... | consistent grading practices that focus on what students know and are able to do |
| which leads to... | a decrease in students off-track and far off-track and more students on track |
| Budget Description | Human Resources |
| Tags | Assessment: Balanced Assessment and Grading |
| Action steps | • (Not started) Provide professional readings on effective grading practices, such as "Grades that Show What Kids Know" by Marzano<br><br>Tags:Assessment: Fair, Accurate and Consistent Grading Systems<br><br>• (Not started) Create a robust grading feedback tool<br><br>Tags:Assessment: Fair, Accurate and Consistent Grading Systems<br><br>• (Not started) Provide weekly gradebook feedback<br><br>Tags:Assessment: Monitoring Student Learning to Support Growth<br><br>• (Not started) Review gradebooks quarterly during teacher team meetings |

| | Tags:Assessment: Monitoring Student Learning to Support Growth |
| | • (Not started) Review on track reports every five weeks |
| | Tags:Assessment: Fair, Accurate and Consistent Grading Systems |

# Action Plan

### Strategy 1

Provide differentiated professional development on GRR

Jul 01, 2020 to Sep 30, 2020 - ILT

Provide differentiated professional development using NWEA data to plan for small group instruction

Sep 15, 2020 to Apr 30, 2021 - ILT

Provide differentiated professional development on unpacking and internalizing Common Core Standards to create measurable learning objectives (backwards design)

Jul 01, 2020 to Aug 31, 2020 - ILT or outside consultant

Create an observation schedule to monitor implementation of learning

Sep 08, 2020 to Jun 30, 2021 - Administration and ILT

### Strategy 2

Completed Aug 24, 2020

Create a culture and climate team that consists of members who are committed to contributing ideas and time to improve the culture and climate of the school

Jul 01, 2020 to Sep 08, 2020 - Admin and deans

Create a robust school-wide discipline/management plan

Jul 01, 2020 to Jul 31, 2020 - Culture and Climate Team

Provide models of an effective classroom management plan

Jun 01, 2020 to Jul 31, 2020 - Culture and Climate Team

Create a check in/check out system that includes a progress monitoring component

Jul 01, 2020 to Jul 31, 2020 - Culture and Climate team

Create a schedule for the counselor to conduct peace/talking circles

Jun 01, 2020 to Jul 31, 2020 - Admin, Deans and Counselor

Continue partnership with Gads Hill. They will provide counseling support to tier 3 students

Sep 08, 2020 to Jun 30, 2021 - Admin and Deans

## Strategy 3

Create an MTSS team

Jul 01, 2020 to Sep 08, 2020 - Administration and Case Manager

Conduct a meeting with MTSS team to ensure they understand MTSS and their role within the team

Jun 30, 2020 to Aug 14, 2020 - Administration and Case Manager

Provide professional development on the purpose of MTSS and the problem-solving process

Aug 31, 2020 to Sep 30, 2020 - MTSS Team

Provide professional development on research-based interventions for Tier 2 and Tier 3 students

Aug 31, 2020 to Sep 30, 2020 - MTSS Team

Identify students who require Tier 3 supports

Sep 07, 2020 to Oct 30, 2020 - MTSS Team

Begin the MTSS problem-solving process

Nov 02, 2020 to Jun 30, 2021 - MTSS Team

## Strategy 4

Engage in professional reads around Assessment Literacy "Assessment Literacy for Educators in a Hurry. Virtual book discussions

Jul 01, 2020 to Aug 07, 2020 - ILT

Implement assessment focused professional development (using data to drive whole and small group instruction, differentiating the content, process and product using NWEA, weekly assessment and quarterly assessment data).

Aug 31, 2020 to Sep 30, 2020 - ILT

Create a learning cycle of five weeks that focuses on understanding and analyzing data, using reports for instruction, creating meaningful assessments that align to CCSS, objectives and the learning continuum.

Aug 31, 2020 to Jun 30, 2021 - ILT

## Strategy 5

Provide professional readings on effective grading practices, such as "Grades that Show What Kids Know" by Marzano

Jul 01, 2020 to Aug 31, 2020 - Administration

Create a robust grading feedback tool

Jul 01, 2020 to Jul 31, 2020 - Administration

Provide weekly gradebook feedback

Sep 18, 2020 to Jun 30, 2021 - Administration

Review gradebooks quarterly during teacher team meetings

Nov 06, 2020 to Jun 30, 2021 - Teacher Teams

Review on track reports every five weeks

Oct 02, 2020 to Jun 30, 2021 - Teacher Teams

# 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.**

Through our CIWP we conducted sessions that allowed us to identify our areas of critical need. Based on these needs an action plan to address has been developed and will be monitored throughout the school year.

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

The school is focusing on implementing MTSS with fidelity, which would provide supports to students at all tiers.

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

The school is focusing on implementing MTSS with fidelity, which would provide supports to students at all tiers. In addition to academics, this includes social-emotional supports too.

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

The school is focusing on implementing MTSS with fidelity, which would provide supports to students at all tiers. In addition to academics, this includes social-emotional supports too.

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

We work closely with HR to vet highly qualified candidates. We have an interview team that asks industry research-based questions

**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.**

Teacher have bi-weekly professional development and are encouraged to seek outside PD

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

We have quarterly family nights, that focus on literacy, math and STEM. We have monthly coffee and conversations that allow parents to be more engaged

**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.**

We will have a Welcome to Kindergarten night prior to the first day of school. It will be an ice cream social for students to meet their teacher and learn about what they can expect during their kindergarten year.

**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.**

PPC works with Principal to create an assessment schedule. ILT focuses on reliable assessment tools

**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.**

Students who have been identified as needing additional supports will begin the MTSS process. Students will also have an opportunity to participate with the Boys and Girls club for after school tutoring or the school sponsored after school program.

**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.**

This will be accomplished through workshops and trainings conducted by professionals.

## 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.**

During LSC and PAC meetings we will provide incentives to get parents to participate, incorporate relevant topics for parent engagement and have student performances.

**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**

Our projected title I Annual Meeting and Title I PAC Organization meeting will occur on Friday, October 2, 2020. PAC meetings and other parent meetings will be notified in monthly newsletters and via the website.

**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.**

Principal will follow up with parents who have concerns within 48 hours after the meeting

**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.**

School will have data days after NWEA assessments to provide parents with an understanding and update on their child's progress

**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.**

Parents will be notified via a letter. The school will make all attempts to ensure a teacher is highly-qualified during the interview process by vetting with HR, analyzing prior evaluations and doing reference checks.

**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.**

At the beginning of the year the school will send home information regarding academic standards.

**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.**

Through guest speakers and mini workshops parents will be provided training to empower them on being more engaged in their child's academic success

**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 identify a partner or program to give staff training at the beginning of the year on cultural sensitivity and building better relationships with parents.

**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.**

Provide additional outreach to pre-school parents. School will have a special Pre-School night in the fall

**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.**

We will provide a monthly school newsletter, monthly classroom newsletters and make all information available via the school website. Newsletters will be available in english and spanish

## Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<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>**

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

[X] **<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.)**

During LSC and PAC meetings we will provide incentives to get parents to attend, publicize events more and have student performances

**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 offer in-person and virtual conferences for parents. Parents are able to schedule a conference with a teacher whenever requested.

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

In addition to the progress report and quarterly report card, parents will be provided with bi-weekly assessment reports and BAG reports.

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

Parents can contact staff via class dojo to schedule a conference or call or come to the school to request a conference. Conferences can occur in the parent room or another location for privacy

**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 need to follow the CPS guidelines for volunteering. Once they have completed the packet, the Principal will approve. The teacher will provide a schedule for when a volunteer is needed. The parent will sign in/out each time they volunteer and wear a special Parent Volunteer Badge.

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

Parents can support by providing current contact information so that the school can reach them regarding their child's attendance and academic progress. Parents can support by being available to conference with the teacher and/or administration.

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

Parents are encouraged to complete surveys and give feedback. Parents are also encouraged to attend monthly LSC and PAC meetings.

**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).**

Coming to school everyday, having a positive attitude, and completing a remediation plan if student is off or far from on track

## 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.**

Parents would like to have more parental involvement. Parents would like to have workshops that focus on topics such as; health and wellness, preparing for a job interview, getting community resources and male mentoring.

**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**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $259.00 |
| **53405** | **Supplies**<br>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. | $250.00 |
| **53205** | **Refreshments**<br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $1000.00 |
| **54125** | **Consultants**<br>For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | $0.00 |
| **54505** | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $500.00 |
| **54205** | **Travel**<br>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. | $536.00 |
| **54565** | **Reimbursements**<br>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**<br>Must be used for parent and family engagement programs only. | $0.00 |

| 53306 | **Software**<br>Must be educational and for parent use only. | $0.00 |
|---|---|---|
| 55005 | **Furniture and Equipment**<br>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 |