

Arthur R Ashe Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	C. Bradley, M. Jones, L. Whitehead, P. Tate, K. Claiborne, V. Moorman,	Selection of team members and SEF Framework Focus

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 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
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** .

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
 - 2 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:** The majority of this evidence can be found in the N12 scope and sequence as well as teacher lesson plans
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** .
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 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
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Evil an be found in Aspen and Gradebook feedback
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 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)
- 4 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)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 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)
- 4 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:** .
- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** .

Quality and Character of School Life

- 3 - Relational Trust
 - 4 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** This will be evidenced by an increase in the percentage of students that feel that they can trust their teacher on the 5 essential survey.
- 1 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** There is very little evidence for this metric
- 3 - Physical and Emotional Safety

- 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:** .
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** .
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** .

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy attainment for all students
Root Cause 1	Lack of differentiation and personalization of instruction to meet the needs of all learners. Lack of real world application of skills taught.
Area of Critical Need 1	Math attainment for all students
Root Cause 2	Lack of differentiation and personalization of instruction to meet the needs of all learners. Lack of real world application of skills taught.

Area of Critical Need 3	Provision of SEL supports for tier 2 and tier 3 students
Root Cause 3	Lack of personalization of interventions and supports based on student needs.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math) I chose this metric because students are performing below grade level. Each year students are entering their new grade level, not mastering the previous grade level standards.	Overall		38.00	44.00
	Students with IEPs		16.00	20.00
Vision: NWEA Attainment G2-8 (Reading) I chose this metric because students are performing below grade level. Each year students are entering their new grade level, not mastering the previous grade level standards.	Overall		42.00	50.00
	Students with IEPs		10.00	15.00
Vision: NWEA Growth G3-8 (Math) I chose this metric because as students increase their growth potential, they also increase their probability to meet grade level attainment.	Overall		60.00	70.00
	Students with IEPs		66.00	71.00
Vision: NWEA Growth G3-8 (Reading) I chose this metric because as students increase their growth potential, they also increase their probability to meet grade level attainment.	Overall		62.00	72.00
	Students with IEPs		38.00	43.00
Vision: Attendance Rate I chose this metric because the correlation between attendance, on-track data and overall academic progress.	Overall		95.00	96.00
	Students with IEPs		95.00	96.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The goal is to increase rating from Moderately Organized to Well Organized				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Establish a student voice committee that communicates between students and adults as true stakeholders in their school environment
Then we see...	Student accountability and ownership in fostering a positive school culture
which leads to...	Students developing leadership competencies, collaboration, critical thinking, and advocacy, which will improve school culture and climate. This will be evidenced by the end of year 5 Essentials survey. We will move from to Organized.
Budget Description	Funds will be placed in a bucket using 115 funds to pay sponsors (extended day) to work with SVC.
Tags	Student Voice, Engagement, and Civic Life, Assessment: Assessment Plan Voting Procedures, MTSS: Problem Solving Process
Action steps	<ul style="list-style-type: none"> (Not started) Establish a student voice committee: planning, identifying grade levels and sponsors, and building the foundation of the committee Tags: Student Voice, Engagement, and Civic Life (Not started) Once members are identified, survey the needs of the school and begin developing solutions Tags: Student Voice, Engagement, and Civic Life

	<ul style="list-style-type: none"> (Not started) School-wide implementation based on the identified needs of the school <p>Tags: Student Voice, Engagement, and Civic Life, MTSS: Shared Leadership</p>
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Strategy 2

If we do...	Implement Data Driven Instructional practices that are informed through the monitoring of weekly task and assessments, data cycle meetings, and progress monitoring students with fidelity
Then we see...	Improvement in student achievement school-wide which will be evidenced via quarterly interim assessments.
which leads to...	All students meeting growth and attainment goals. This will be evidenced by a 15% increase in attainment and a 25% increase in growth based on SQRP.
Budget Description	To meet goals, 115 funds will be used to create buckets for the following: purchase of online resources, professional development and substitute buckets.
Tags	Instruction, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (Not started) Grade Teams will conduct quarterly data meetings to review on-track student data <p>Tags: Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Establish a 5-week progress monitoring cycle to analyze student work samples, formative and summative assessments, and item analysis of mastery of grade level standards. <p>Tags: Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring</p>

Strategy 3

If we do...	Implement MTSS interventions and strategies with fidelity utilizing the key components of MTSS: universal screening of all students based on SEL, academic, and attendance
Then we see...	teachers consistently implementing MTSS interventions using student data and a Tiered menu of interventions.
which leads to...	students receiving the necessary supports to meet and/or maintain attendance, academics, SEL goals and growth goals. Based on the targeted interventions, there will be at least a 2 point growth in attendance from SY20 to SY21. This will also be evidenced by a 15% increase in attainment and a 25% increase in growth based on SQRP.,

Budget Description	124 funds will be used to purchase attendance incentives. 115 funds will be used for online resources, professional development (SEL and academic).
Tags	MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Establish a MTSS Team Tags:MTSS: Shared Leadership (Not started) Provide universal MTSS screenings for all students within 10 days of enrollment Tags:MTSS: Problem Solving Process (Not started) Create a menu of tiered supports Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process (Not started) Implement and monitor MTSS interventions every 3 weeks (Progress Monitoring) Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

Strategy 4

If we do...	establish a welcoming environment for families and provide opportunities for parents to ask questions, provide feedback, and raise concerns.
Then we see...	families feeling connected to the school community and a willingness to engage in school-wide activities
which leads to...	teachers and families seeing each other as partners and working together to meet the needs of students. This will be evidenced by a 25% increase in parent attendance via sign-in sheets at school events.
Budget Description	332 funds will be used to
Tags	Family & Community Engagement, MTSS: Family and Community Engagement
Action steps	<ul style="list-style-type: none"> (Not started) School community is proactive when communicating with families by creating a needs-based survey to determine individual and family needs. Tags:Family & Community Engagement

	<ul style="list-style-type: none"> • (Not started) Based on data collected, we will match families needs with internal and external supports to provide outreach services. Tags:Family & Community Engagement, FACE2: Community Partnerships • (Not started) Monthly parent meetings (PAC) will be held; topics of interest will be presented and parents will be invited to serve on appropriate school-wide committees Tags:Family & Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement • (Not started) Establish a school-based FACE Team that consists of parents, students and staff. Tags:FACE2: Local School Council, FACE2: Parent Engagement
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Action Plan

Strategy 1

Establish a student voice committee: planning, identifying grade levels and sponsors, and building the foundation of the committee

Aug 24, 2020 to Sep 18, 2020 - TBD

Once members are identified, survey the needs of the school and begin developing solutions

Sep 21, 2020 to Oct 16, 2020 - SVC

School-wide implementation based on the identified needs of the school

Oct 16, 2020 to Jun 18, 2021 - SVC

Strategy 2

Grade Teams will conduct quarterly data meetings to review on-track student data

Sep 08, 2020 to Jun 18, 2021 - Teachers, Administrators, and staff

Establish a 5-week progress monitoring cycle to analyze student work samples, formative and summative assessments, and item analysis of mastery of grade level standards.

Sep 08, 2020 to Jun 18, 2021 - Teachers, Administrators, and staff

Strategy 3

Establish a MTSS Team

Aug 01, 2020 to Sep 01, 2020 - Admin, Counselor, Case-Manager

Provide universal MTSS screenings for all students within 10 days of enrollment

Sep 08, 2020 to Jun 11, 2021 - MTSS Team Lead and Classroom Teacher

Create a menu of tiered supports

Aug 01, 2020 to Aug 25, 2020 - MTSS Team & Classroom Teacher

Implement and monitor MTSS interventions every 3 weeks (Progress Monitoring)

Sep 28, 2020 to Jun 11, 2021 - Admin, MTSS Team and Classroom Teacher

Strategy 4

School community is proactive when communicating with families by creating a needs-based survey to determine individual and family needs.

Sep 08, 2020 to Jun 18, 2021 - MTSS Team, Enrollment Clerk, Classroom Teacher

Based on data collected, we will match families needs with internal and external supports to provide outreach services.

Sep 08, 2020 to Jun 18, 2021 - School-based FACE Team

Monthly parent meetings (PAC) will be held; topics of interest will be presented and parents will be invited to serve on appropriate school-wide committees

Sep 08, 2020 to Jun 18, 2021 - PAC and School-based FACE Team

Establish a school-based FACE Team that consists of parents, students and staff.

Sep 08, 2020 to Sep 30, 2020 -

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.

During the annual PAC meeting, the school will conduct a needs assessment. Ashe School will consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. The school will use previous assessment data to identify root causes and create a plan to address those areas of concern. Along with the assessment provided during the PAC meeting, the school will conduct surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

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

Based on the needs identified, the school will implement specific strategies that will allow students to increase their level of proficiency. This strategy includes but isn't limited to providing tiered supports for students. Once needs have been identified, the school will purchase materials that will assist in providing opportunities for individual success.

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.

Although Ashe school doesn't have an all inclusive reform strategy our plan is to develop the school (School Development Program) in which our focus is on building a sense of common purpose among school staff, parents, and community, and engaging school staff and others in a planning process intended to change school practices to improve student outcomes. As we embark on this reform, we will create three teams that take particular responsibility for moving the reform agenda forward. A School Planning and Management Team, made up of representatives of teachers, parents, and administration, develops and monitors implementation of a comprehensive school improvement plan. A Mental Health Team, principally composed of school staff concerned with mental health such as school psychologists, social workers, counselors, and selected teachers, plans programs focusing on prevention, building positive child development, positive interpersonal relations, and so on. The third major component of the SDP is a Parent Program, designed to build a sense of community among school staff, parents, and students. The Parent Program incorporates existing parent participation activities (such as the PTA) and implements further activities to draw parents into the school, to increase opportunities for parents to provide volunteer services, and to design ways for having the school to respect and celebrate the ethnic backgrounds of its students.

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).

Although Ashe school doesn't have an all inclusive reform strategy our plan is to develop the school (School Development Program) in which our focus is on building a sense of common purpose among school staff, parents, and community, and engaging school staff and others in a planning process intended to change school practices to improve student outcomes. As we embark on this reform, we will create three teams that take particular responsibility for moving the reform agenda forward. A School Planning and Management Team, made up of representatives of teachers, parents, and administration, develops and monitors implementation of a comprehensive school improvement plan. A Mental Health Team, principally composed of school staff concerned with mental health such as school psychologists, social workers, counselors, and selected teachers, plans programs focusing on prevention, building positive child development, positive interpersonal relations, and so on. The third major component of the SDP is a Parent Program, designed to build a sense of community among school staff, parents, and students. The Parent Program incorporates existing parent participation activities (such as the PTA) and implements further activities to draw parents into the school, to increase opportunities for parents to provide volunteer services, and to design ways for having the school to respect and celebrate the ethnic backgrounds of its students. Teachers will be encouraged to design creative and interactive lessons. With our partnership with H.E.L.P., we will provide mentoring and counseling. For specific family needs, we will enlist the support of Stand for Children as well as continue with our in-house support for students provided by the counselor, social worker and other staff.

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

At Ashe, we utilize the CPS candidate pool to secure highly-qualified teachers. When a candidate interviews, we allow each individual to spend time within the building visiting classrooms and viewing transitions. We also have the candidate conduct a mock lesson to determine the best-fit placement.

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.

Throughout the school year, Ashe staff will participate in professional development provided at the district level as well as seek out professional development opportunities from outside vendors.

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

To increase parental involvement, we provide professional development for parents, create opportunities for volunteering, when allowed, we also hire parents. Ashe School also provides surveys to determine parental needs and works to support those needs.

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.

High-quality preschool, full-day kindergarten and services to facilitate the transition from early learning to elementary education programs. This is conducted via the Office of Early Childhood Education.

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.

Towards the end of each calendar school year, teachers develop an assessment plan that is aimed to improve academic achievement via progress monitoring and consistent data review. This plan is reviewed by administration and then voted on by the teachers.

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.

When students display a difficulty in mastering standards, staff will provide tier 2 or tier 3 support for students. This will be monitored in 5-week intervals. Based on student progress or lack thereof, strategies will be adjusted to increase levels of achievement. Students that are experiencing educational and SEL challenges will receive MTSS support in the form of small group or individualized instruction that focuses on the student's area of need.

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.

To coordinate programs included under NCLB, the school will work with parents to determine their level of need and provide supports accordingly.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents participate in the joint development and periodic review and revision of the ESSA through completion of surveys and through participation in LSC and PAC meetings. Arthur Ashe Elementary School invites parents to PAC organizational meeting to provide information and to explain the requirements. The school will send flyers, post via the website and social media, call and/or text parents and will send notices by email when available.

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

Title I Annual Meeting and Title I PAC Organizational Meeting was held on September 26, 2019. The annual meeting was held to inform parents of the school's participation in NCLB, Title 1, and the rights and requirements of the program. All parents are notified through weekly newsletters and calendar of the PAC meetings; all parents are invited to these meetings and all other programs and performances held at the school.

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.

Ashe school encourages parental participation. Parent suggestions are always welcome at PAC meetings and at any other time before, during and after school. Parents regularly visit teachers and administration voicing their concerns about the education of their children, their achievements and any other concerns. Parents are encouraged to communicate often, and school personnel addresses these concerns. The school then makes every attempt to support the parental concerns/needs.

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 is sent home to parents after the school receives the reports. This information is shared with all stakeholders during the annual PAC and State of the School meeting. Results from state assessments, once shared, will be explained during parental conferences.

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.

A letter of notification will be sent home to notify parents about a teacher who is not "highly qualified". Parents are also notified of any changes in staff.

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 have quarterly parent workshops to inform parents about assessments and how to monitor their child's progress. Ashe School will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's academic achievement standards; the state and local academic assessments including alternative assessments; the requirements of Title I, Part B; how to monitor their child's progress; and how to work with educators through a series of workshops offered to parents (hosted by H.E.L.P.).

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.

Ashe Elementary School will provide information, resources, materials and training, to assist parents in working with their children to improve their academic achievement and to improve parental involvement by holding quarterly parent workshops, LSC and PAC meetings.

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.

Ashe School will provide professional development for parents which will increase their understanding of the role parents play in formal education. This professional development will also provide guidance regarding how to increase parental involvement through surveys, parent conversations and observations. This will be done to strengthen the school-community bond.

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.

Ashe school will coordinate and integrate parent programs and activities, as appropriate by including parents of preschoolers in all the school activities. There will be monthly parent engagement opportunities for all preschool parents.

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.

Parents are sent newsletters and flyers that provided information about upcoming meetings. The information is also posted via the website and social media platforms. Program and meeting information is always displayed on the school marquee. The school also makes use of the automatic robo-calling feature provided by the Chicago Public Schools (as suggested by CPS policy). We also enlist the support from active parents to help bring in more parents.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Our mission at Arthur Ashe Elementary School is to educate our students for tomorrow's challenges and demands. We, the Arthur Ashe staff will increase student achievement through rigorous, quality instruction in the core subject areas to increase student knowledge. We will empower students to become active and resourceful participants in their preparation to become college and career ready. We will encourage our students to dream and help to equip them with the necessary tools needed to plan and build for their future goals. We will work in partnership with all stakeholders to support student growth and to ensure that the social-emotional and academic needs of our students are being met in an ever changing world.

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.

Parent-teacher conferences will be held in November and April. This year the November Report Card Pick Up is November 14, 2019 and April 20, 2020. Outside of these mandated conferences, staff hold conferences as needed.

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

We have a form that is sent home when students are not making progress. Parents are able to sign up for parent portal which allows each to monitor their child's progress or lack thereof. In conjunction with the school's reports, many teachers are now using ClassDojo, Google Classroom or another form of communication via cell phones and email.

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

We have posted on our office counter the schedule for every teacher in our building. Parents are free to sign up to see teachers during their prep. periods in the office or send an email to the teachers. Families also have access to staff via the school's website and email.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are notified about volunteer opportunities by newsletters from individual classroom teachers. School-wide notices are also distributed frequently. In addition, parents are contacted by telephone and invited to participate. For safety and security reasons, volunteers are required to sign up through cps.edu/volunteers. Parents must be vetted through CPS prior to volunteering at the school.

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

Parents will ensure that their children will attend school daily, arrive at school on time, are well rested, and are prepared to learn. Parents will ensure that students will complete homework. Parents will ensure that student behavior does not disrupt the learning process. Parents will read all notices sent home and will attend report card pick up conferences. Parents will monitor television and video game time, promote positive use of extracurricular time. Parents will serve on school committees such as PAC and LSC.

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

Parents will participate in local school council meetings every 2nd Wednesday of each month unless otherwise stated. Parents will communicate with the school's concerns regarding their child's progress. Parents will participate in conferences regarding their child progress. Parents can make an appointment with the Principal to discuss issues or questions.

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).

Teacher's review data with students and set individual goals. Students are supported by the counselor to establish good academic habits.

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.

Supplies - Supplies will be purchased to create a functioning parent room. The goal is to create a safe space for parents that will allow each to conduct job and apartment searches, etc. The parent room will be established by October 2020 and will be available during the school year. This will increase parent-school partnership.

Refreshments - Refreshments will be purchased and provided to parents while they are attending parent engagement meetings. The goal is to increase parental attendance during parental engagement events.

Consultants - Consultants will be paid to provide best practices for parents. The goal is to empower

parents to be able to support their children at school and while at home. The topics include but aren't limited to creating a positive learning environment at home, deepening their understanding of SEL, financial literacy, positive discipline and how to monitor their child's online usage. This will take place monthly during PAC meetings beginning in October 2020 and ending in July 2021

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$449.00
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)	\$800.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00

55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00
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