

Robert A Black Magnet Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Rhonda Butler	Principal	rlbutler1@cps.edu	Has access
Marla Broy	Assistant Principal	mrbroy@cps.edu	Has access
Keith Wilson	Dean	kwilson70@cps.edu	Has access
Rhonda Parks-Jackson	Curriculum Coordinator	rdparks@cps.edu	Has access
Stephanie Adams	Counselor	snadams2@cps.edu	Has access
Ruth Esparza	Intermediate Teacher	reesparza@cps.edu	Has access
Meagan Brooks	Diverse Learning Teacher	majohnson20@cps.edu	Has access
Shiree Caradine	Primary Teacher	shill-caradine@cps.edu	Has access
Melanie Redmond	Middle School Teacher	mlredmond@cps.edu	Has access
Clintonia McNeal	Gifted Teacher	ctmcneal@cps.edu	Has access
Andre Kelley	LSC Community Rep	coach.kelly@yahoo.com	Has access
Latisha Fleury	LSC President Parent	fleury300@gmail.com	Has access
Lydia Thomas	PAC Parent	blackmagnetpac@gmail.com	No Access
Moneka Reynolds	Primary Teacher	mlreynolds2@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/31/2020	Butler, Broy, Parks-Jackson, McNeal, Caradine,	SEF Frameworks
01/21/2020	All Teachers : GLM	Voting on SEF Frameworks
02/27/2020	Parent Team: Latisha Fleury, Lydia Thomas, Andre Kelley	Voting on SEF Frameworks

Date	Participants	Topic
03/03/2020	Ms. Butler, Ms. Broy, Ms. Adams, Mr. Wilson, Ms. McNeal, Ms Arrington, Ms. Parks-Jackson, Ms. Esparza, Ms. Brooks, Ms. Cardine, Ms. Redmond,	Selection of Framework Priorities & Goals
03/26/2020	Ms. Butler, Ms. Broy, Ms. Adams, Mr. Wilson, Ms. McNeal, Ms Arrington, Ms. Parks-Jackson, Ms. Esparza, Ms. Brooks, Ms. Cardine, Ms. Redmond,	Strategies
05/05/2020	Ms. Butler, Ms. Broy, Ms. Adams, Mr. Wilson, Ms. McNeal, Ms Arrington, Ms. Parks-Jackson, Ms. Esparza, Ms. Brooks, Ms. Cardine, Ms. Redmond,	Strategies & Parent & Family Plan
05/12/2020	Ms. Butler, Ms. Broy, Ms. Adams, Mr. Wilson, Ms. McNeal, Ms Arrington, Ms. Parks-Jackson, Ms. Esparza, Ms. Brooks, Ms. Cardine, Ms. Redmond, 0	Strategies
04/16/2020	Ms. Butler, Ms. Broy, Ms. Adams, Mr. Wilson, Ms. McNeal, Ms Arrington, Ms. Parks-Jackson, Ms. Esparza, Ms. Brooks, Ms. Cardine, Ms. Redmond,	Strategies
05/06/2020	Ms. Butler, Ms. Broy, Ms. Adams, Mr. Wilson, Ms. McNeal, Ms Arrington, Ms. Parks-Jackson, Ms. Esparza, Ms. Brooks, Ms. Cardine, Ms. Redmond,	Fund Compliance
05/07/2020	Ms. Butler, Ms. Broy, Ms. Thomas	Parent and Family Plan & fund Compliance
05/14/2020	Latisha Fleury & Lydia Thomas	Review of the Strategies Fund Compliance Parent and Family Plan
05/18/2020	Latisha Fleury, Andre Kelley, Ms. Butler, Ms. Broy , & LSC Members	Presentation, Corrections, and Approval of CIWP

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

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 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)
 - 4 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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Culture & Climate
- 3 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 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
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Evidence can be seen in our RAB toolkit folder.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 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:** Grade level team meeting notes and agenda.
- 4 - Instruction

- 4 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
- 4 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 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:** Classroom observations feedback tool and lesson plans has evidence.
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 4 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
 - 4 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Evidence is shown in the gradebook.
- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 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)
 - 4 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)
- 4 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)
- 4 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)
- 4 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)
- 4 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)
- 4 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)
- 4 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)
- 4 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)
- 4 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)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 4 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)
- 4 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:** We have a MTSS folder with the progress monitoring of our work.
- 4 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 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:** Naviance & Calendar & Bulletin Boards are visible to all stakeholders.

Quality and Character of School Life

- 4 - 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)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Bulletin Boards
- 4 - Physical and Emotional Safety
 - 4 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)
 - 4 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)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Student Logger and Behavior Matrix
- 4 - Family & Community Engagement
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 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
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0

Score	Framework dimension and category	Area of focus
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	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	Math Attainment among 2nd grade
Root Cause 1	Lack of certified teachers
Area of Critical Need 1	Reading Attainment among 2nd grade
Root Cause 2	Lack of certified teachers
Area of Critical Need 3	Math Attainment among DL students in grades 2-8
Root Cause 3	Lack of planning with gen ed teachers and teachers of students identified as diverse learners

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math) I chose this because second grade has scored below the national norm and has not had consistent searchers.	Overall		50.20	55.20
	African American		51.30	56.30
SQRP: National School Attainment Percentile - Reading (Grade 2) I chose this because second grade has scored below the national norm and has not had consistent teachers.	Overall		53.00	58.00
	African American		51.00	56.00
Vision: NWEA Attainment G2-8 (Math) I choose this metric because Math has always been lower than reading for our school.	Overall		69.20	71.20
	African American		69.20	71.20
(Blank)				
(Blank)				

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 Our goal is to maintain a status of good standing.				5.00	5.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	provide all teachers with professional development that focuses on instructional best practices that scaffold to the CCSS including but not limited to teacher/network/district-led professional development,
Then we see...	will see mathematics and reading instruction strengthen more consistently across the school
which leads to...	an increased percentage of 2nd - 8th grade students at or above their attainment goals for reading 75.1% and mathematics to 71.2% and an increased percentage of second grade students at or above their attainment goals for reading to 54% and math to 50% by EOY SY22.
Budget Description	367 Seminars, Webinars, and Conference Fees 115 Extended Day Professional Development 115 Extended Day Collaboration and Planning 115 Substitute Coverage
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MGIB: Magnet Programs, Math: Rigorous Tasks, Math: Student Discourse
Action steps	<ul style="list-style-type: none"> (Not started) Provide TRU Dimensions professional development for all teachers Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, STE(A)M Schools: Instructional Approach (SSS4) (Not started) Model and Conduct Peer and Admin Observations using the Summit Classroom Observation and Feedback Tool for Reading and Math Classrooms Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Equitable Access (Not started) Provide Teacher with professional development, monitoring, and feedback on GRR and Backwards Mapping Tags:Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment

Strategy 2

If we do...	create a functioning and cohesive MTSS team where there is a uniform requirement for progress monitoring and implementation
Then we see...	identification and progress monitoring of students requiring MTSS tier 2 and tier 3 placement and receiving appropriate interventions that they can respond to
which leads to...	a 20% decrease in the number of K-8 students receiving tier 2 and tier 3 supports by the end of the 2021-2022 academic school year.
Budget Description	367: Saturday School Tutoring 367: After-school Tutoring & Planning 367: Summer School 115: Small Group Instruction 115: Ext. Day - Buckets: ILT Planning & Professional Development 115 & 367: Professional Development: Webinar/ Seminar/ Conference Fees

	332: School Personnel : Data Analysis 115 & 367Materials (instr. and software) 115 Substitute teacher
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Form a MTSS team with grade band representatives Tags:MTSS: Shared Leadership (Not started) Create and implement MTSS Classroom structures Tags:MTSS: Fidelity of Implementation (Not started) Increase parent & family communication on MTSS Tags:MTSS: Family and Community Engagement (Not started) Analyze the Menu of MTSS Intervention Resources Tags:

Strategy 3

If we do...	create school-wide and student centered disciplinary supports
Then we see...	school-wide implementation of RAB structures in all classrooms, hallways, cafeterias and washrooms improve with positive behavior intervention such as Leader In Me, P.B.I.S., C.H.A.M.P.S., Student Logger, and Restorative Justice
which leads to...	a decreased in discipline referrals by 10% in the common areas and academic improvement for scholars in grades 2nd-8th for S.Y. 2022.
Budget Description	115 School Personnel: Dean Extended Day for Dean 115: ESP Position Textbooks Professional Development Consultants/vendors
Tags	Instruction, Family & Community Engagement, Literacy: Key Practice #4-Authentic Learning Experiences, OSCP: College and Career Readiness, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Create and implement classroom structures for all common areas Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment (Not started) Create and share school wide management plan of common areas with positive reinforcements through Social Emotional Learning, Professional

	<p>Developments, and Student Council while keeping emphasis on our three core values of Respect, Responsibility, and Safety while promoting our School slogan "Getting Back to our Roots."</p> <p>Tags: Supportive and Equitable Approaches to Discipline</p> <ul style="list-style-type: none"> (Not started) Teachers and staff will promote education preparation and professional learning for all students and this will promote an approach to academic, social and emotional development school-wide. <p>Tags: Supportive and Equitable Approaches to Discipline, OSEL: SEL Instruction</p>
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Action Plan

Strategy 1

Provide TRU Dimensions professional development for all teachers

Aug 31, 2020 to Jan 29, 2021 - Admin STEM Department N12 ISL Pearson

Model and Conduct Peer and Admin Observations using the Summit Classroom Observation and Feedback Tool for Reading and Math Classrooms

Feb 01, 2021 to Jun 11, 2021 - Teachers Coach Admin

Provide Teacher with professional development, monitoring, and feedback on GRR and Backwards Mapping

Sep 10, 2021 to Jan 31, 2022 - Coach Pearson Teachers Admin

Strategy 2

Form a MTSS team with grade band representatives

Sep 11, 2020 to Oct 01, 2020 - Ms. Adams & ILT

Create and implement MTSS Classroom structures

Oct 05, 2020 to Jun 24, 2022 - MTSS Team & ILT N12 MTSS Lead

Increase parent & family communication on MTSS

Jan 04, 2021 to Jun 25, 2021 - MTSS Team & ILT

Analyze the Menu of MTSS Intervention Resources

Sep 21, 2020 to Nov 19, 2020 - MTSS Team, Admin, N12 MTSS Lead

Strategy 3

Create and implement classroom structures for all common areas

Sep 11, 2020 to Dec 01, 2020 - Admin & Dean

Create and share school wide management plan of common areas with positive reinforcements through Social Emotional Learning, Professional Developments, and Student Council while keeping emphasis on our three core values of Respect, Responsibility, and Safety while promoting our School slogan "Getting Back to our Roots."

Sep 11, 2020 to Jun 15, 2022 - Dean & ESP/ Climate & Culture

Teachers and staff will promote education preparation and professional learning for all students and this will promote an approach to academic, social and emotional development school-wide.

Sep 11, 2020 to Jun 15, 2022 - Counselor Dean Climate & Culture Team

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.

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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 parent created surveys and PAC meetings, parents will have a voice in the types of programs offered at Robert A. Black. The Robert A. Black PAC meets monthly to discuss programming offerings and take input from families. Additionally, during large school events, surveys are made available to allow parents to weigh in on school decisions.

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

Black will 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. Weekly progress monitoring, teacher collaboration, and student and parent monitoring.

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.

Over 95 % of our students fall into the underserved population. We aim to improve instruction with the support of professional developments, observations and feedback from peer and admin, and increase self analysis of the effectiveness of a lesson.

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).

All of our students will receive Social Emotional Learning training and assessments. Several systems are in place with the Counselor, Dean, Social Worker, Behavior Health Team, and Culture and Climate to assist students who need additional SEL support. Students are tiered according to their level of need. Their level of need determines if they will receive whole group, group, or individual support. Our Reading Coach observes instruction to help teachers become more innovative and engaging to deter behavioral infractions and increase student ownership. Black uses the Student Logger school-wide in order to monitor student needs.

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

Black showcases its safe and welcoming environment through word of mouth advertising, recommendations from current highly qualified staff members, and by vetting teachers through the Chicago Public Schools Careers talent search. Black maintains advanced ratings in attractive areas such as math and reading growth and attainment, Leadership rating, student ratings, and teacher ratings to attract highly qualified teachers. Highly qualified teachers are interviewed by a RAB team, given the opportunity to teach a mock lesson with students, and background researched.

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.

Black assesses the need of the teachers, staff, and parents for their needs for professional development opportunities. Black will conduct surveys, have conversations, and make observations to determine the needs of all stakeholders of the Black Family.

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

Black enjoys and supports parental involvement in our school's activities. We adhere to getting our parents to participate in and follow the rules of the CPSVolunteer Policy. We have and will continue to seek

volunteers through advertising flyers, robo calls, and Class Dojo or Remind. Teachers also personally recruit parents to participate in field trips, fundraisers, parties, classroom visits, and more.

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.

In addition to an Open House, Bring your Kindergartener to School Breakfast, and Open House, Black offers a Kick Off to Kindergarten program over the summer to assist preschool families with the transition taught by our Kindergarten teachers. We also plan to implement a slowed 1st quarter program to allow time for the students to adjust to the rigorous program.

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

RAB's school schedule has been created to allow teacher common planning periods in order to increase collaboration for decision making and in order to improve the achievement of individual students. During the collaboration times, teachers will analyze individual student achievement and the overall instructional program by examining student progress and the class's test data through a process called Data Deep Dives and MTSS(Multi-Tiered Systems of Supports).

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.

Activities such as after-school tutoring, small group instruction, MTSS, Saturday School, and Summer School will be funded in the budget to support students who experience difficulty mastering the proficient or advanced levels of academic achievement standards. The goal of the systems of support will be communicated with the student and family in order to gain the support and understanding from the parents. Black has begun a pilot program that has plans to increase parent partnership with the learning and assessment process.

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.

Black operates in conjunction with many programs such as PAC, LSC, Health & Wellness Dept., Behavioral Health Team, STLS, Early Childhood Dept. Title 1 Funds, ODLES, and more to advocate and support all parents and students to aid in the development of college and career ready citizens.

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.

Reviews and improvements will be done during PAC, PTO, and LSC meetings.

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 will be held before September 30, 2020. Title I PAC Organizational Meeting will be held before October 30, 2020. PAC meetings will be held monthly, Family Nights(reading and STEM) will be provided each semester. Parents will be encouraged to attend the meetings using ROBO call, flyers, and electronic media.

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

The PAC Chair and CoChair can meet will set up their monthly meeting dates during the Organizational Meeting which shall be held before October 30, 2020. Meetings will be held on the school's campus or virtually. Parents will also be given information during Curriculum Night. Report Card Pick Up Days will be dedicated to provide parents with opportunities to communicate on appropriate decisions for our school.

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.

ISBE distributed reports of the child's performance will be provided during school conferences during 1st and 3rd quarter report card pick up.

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.

When students are not taught by a qualified teacher, they will be notified via bookbag mail.

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

This will be done during the State of the School Address and Curriculum Night with special meetings held for benchmark grades 3, 6, and 8.

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.

Parent trainings and workshops will be offered during the school year as voted by the PAC team.

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

Staff will receive training during the first week of professional development in August and throughout the rest of the school year.

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.

Robert A. Black does not have a preschool program.

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.

School will utilize the website, Remind.com, Backpack mail, and Robo Calls to ensure that information is relayed to all parents.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

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

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

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.)

We envision a school where learning is a result of open communication among parents, teachers, students and community. The guiding principle of our innovative education programs, such as the Specific Aptitude program in science, will be the development of the total child through varied practices in literacy, mathematics, science, social sciences, and the integration of technology across the curriculum. Our students will be prepared for success in future academic endeavors.

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.

11/2020 Report Card Pick Up, 4/2021 Report Card Pick Up . 11/2021 Report Card Pick Up . 4/2022 . Report Card Pick Up .

Parent conferences should be scheduled with the teacher at least 48 hours in advance. Parents may make appointments via Class Dojo, Remind.com, with the school clerk or by email. Parents can meet with the teacher during their teacher preparation period unless another time is agreed by the teacher.

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

Progress reports will go home on the 5th, 15th, 25th, and 35th week of school. Students will take their report card home on the 20th week and the 40th week of school.

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

During Remote Learning, parents can access teachers and staff using their Google Phone Number. Parents can also access teachers during their office office during remote learning. During the school year, parents can call directly to the school. They should leave a message with the clerk if the call is not during the teacher's prep time. The Branch and the Main Building using Remind Apps to communicate with families.

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 must complete and get a clearance for their CPS Parent Volunteer Application and provide a copy of their State ID. Parental visits must be requested with the teacher and should not interfere with the normal routines of the classroom. No parent conferences should be held in front of the students during class time. Parents will be invited to participate and assist with classroom activities and field trips by the teacher.

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

The first support for parents is Parent Portal. Parent portal should be used to monitor grades, attendance, and homework. Parents should also use Google classroom and Remind App to get immediate feedback from teachers to support their children's learning. During Asynchronous learning and homework time parents should supervise their child's work and make sure all work is completed on time. Parent should also make sure their child is at school on time and prepared to work.

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 can participate in the decision making process related to the education of their children by participating in PAC, LSC, PTO, Open House, and Parent Conferences. Parents can also email the principal or assistant principal with suggestions.

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

Students will self-monitor their performance and set goals to work towards. Students are expected to follow the classroom social contract, try their best, fully participate, study and complete all homework and independent work successfully

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.

Edgenuity Student Computer Software Training 10/2020 . How to help my students with math . 1/2021 . Managing Homework and Grades 11/2020 . The parents will help parents in the Parent Room learn about the school and its offerings, any available family programs that are being held, and how to support their child with their school work.

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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)	\$0.00
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.	\$1950.00