

Edward Coles Elementary Language Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
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Gabriel East	Parent		No Access
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Team Meetings

Date	Participants	Topic
01/28/2020	McSpadden, Twitty, Susberry, Parenti, Everett, Brown, Woods, Shelton	Formulation of the TEAM
02/15/2020	McSpadden, Twitty, Susberry, Parenti, Everett, Brown, Woods, Shelton	Delgating of Resonsibilities
02/28/2020	McSpadden, Twitty, Susberry, Parenti, Everett, Brown, Woods, Shelton	Reviewing of Previous CIWP
03/15/2020	McSpadden, Twitty, Susberry, Parenti, Everett, Brown, Woods, Shelton	Voting on the SEF priorities
04/15/2020	McSpadden, Twitty, Susberry, Parenti, Everett, Brown, Woods, Shelton	Formulating the Actions Steps

Date	Participants	Topic
05/04/2020	McSpadden, Twitty, Susberry, Parenti, Everett, Brown, Woods, Shelton	Revise SMART goals for Action Steps

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
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** ILT team meetings, grade level team meetings, weekly memos, coaching sessions, and PD
- 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
 - 3 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

- 4 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:** Stakeholders surveys, my voice my school, SEL partnerships, changing of school schedule to build in intervention and common planning times, maximizing schools funds , one to one technology, improvements on decor and building facilities,DDI cycles of improvement,school wide focus of gradual release

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 4 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:** Pacing guide and additional paid research based materials such as study Island IXL, Edgenuity and Kahn academy, teacher lessons 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
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** classroom observations, on Track data,professional development leadership summits
- 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
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
- 2 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 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:** On track data, fair practice of grading, need for multiple measures of assessment
- 2 - MTSS
 - 2 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)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 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:** MTSS coordinator, multiple training sessions, identification of tiering, monitoring of interventions
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 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, high school visits, selective enrollment process, editing of high school applications, parent summits, literacy night

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)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** SEL trainings, talking circles, intervention meetings, partnerships with agencies for restorative practices. Behavior and attendance incentives.
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Student surveys, student choice week, social studies curriculum, monthly community events thru PAC
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:** New keyless entry system, more security presence, sign in sign out procedure, completion of all safety drills
- 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:** New Dean, new reporting and tracking system, communication of next steps, tracking and monitoring of high flyers, connection with SEL supports
- 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).

- 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)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 1 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:** Partnering with Help agency and SCCN, Remind app for communication with parents, Family events at least once a month designed to educate and involve parents, sign in sheets PAC meetings

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	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	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Family & Community Engagement	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	MTSS
Root Cause 1	Lack of foundational knowledge/skills regarding MTSS caused lack of fidelity/monitoring/accountability
Area of Critical Need 1	Instruction
Root Cause 2	Lack of teacher capacity to apply standards in rigorous manner that is transferrable and able to be replicated by the student
Area of Critical Need 3	Student Voice
Root Cause 3	Lack of student opportunity to speak out and share their perspectives in a productive manner that benefits the school community

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: Attendance Rate	Overall		95.50	96.00
We chose this matrix due to our decline from previous school years	Students with IEPs		95.50	96.00
Vision: NWEA Attainment G2-8 (Math)	African American		65.00	70.00
We choose this matrix to improve our progress in this standardized assessment	Overall			

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 (Reading) We choose this matrix to improve our progress in this standardized assessment	Overall		55.00	60.00
	FRL Eligible		55.00	60.00
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our 5 Essentials Survey last year rating was organized.					

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Student retention The number of students required to attend summer school for 3rd and 6th grade and a decrease in the number of students not graduating.	20.00	22.00		0.00	0.00

Strategies

Strategy 1

If we do...	professional development on research-based interventions for MTSS and SEL
Then we see...	teachers implementing targeted interventions to address tier 2 and tier 3 student needs

which leads to...	a 10% decrease in referrals made by teachers for individual counseling services and specialized services for students and an increase of 5% or more in NWEA growth and attainment in mathematics and reading by the 2022 school year.
Budget Description	Funding from upcoming budget to purchase Technology research based programs to serve as platforms not only for interventions but remote learning programs as well. Stipend for Interventionist coordinator to review the tiering.
Tags	Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Actions: Formal staff leadership opportunities with clear communicated and responsibilities for MTSS Team Roles. Tags: MTSS: Fidelity of Implementation (Not started) Established a shared vision and goals for MTSS Team and Roles. Tags: MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation (Not started) Provide professional development and training to support staff with implementation of researched-based interventions Tags: MTSS: Fidelity of Implementation (Not started) On-going cycles of learning to monitor implementation of researched-based interventions Tags: Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring (Not started) Continuous and on-going progress monitoring usage of researched-based interventions for 5 weeks. Tags: MTSS: Progress Monitoring

Strategy 2

If we do...	provide professional development on creating rigorous student tasks and analyzing text complexity
Then we see...	teachers providing rigorous student tasks and appropriate texts that are aligned to CCSS within all assignments and formative and summative assessment
which leads to...	90% of teachers engaging in creating more rigorous tasks and 60% percent of students in grades 3-8 meeting NWEA Achievement and Growth goals in reading and math by EOY SY21

Budget Description	Professional Development Consultants/vendors, Materials (instr. and software), Conferences and associated expenses, Substitute teacher (PD, programming, etc.), Supplies, Teacher position
Tags	Curriculum, Arts Education: Community and Career Connections (F/PA #6), Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Science: Rigorous Tasks, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> (Not started) Develop and implement a tool to gauge the level of rigor when analyzing texts and tasks Tags:Curriculum, Arts Education: Community and Career Connections (F/PA #6), Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Science: Rigorous Tasks, Math: Rigorous Tasks (Not started) Design Reading, Math, Science, and Social Science (Arts Education: Community and Career Connections) tasks for students to create authentic work that allows them to connect to the curriculum and the world Tags:Curriculum, Arts Education: Community and Career Connections (F/PA #6), Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Science: Rigorous Tasks, Math: Rigorous Tasks (Not started) Engage in ongoing professional development related to implementing rigorous student task for all learners Tags:Curriculum, Arts Education: Community and Career Connections (F/PA #6), Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Science: Curriculum, Math: Rigorous Tasks

Strategy 3

If we do...	create systems and structures for a functional student government to elicit student voice in the decision making process around school culture and curriculum
Then we see...	all stakeholders participating in shared decision making and ownership to ensure student voice.
which leads to...	student engagement with a 10 percent decrease in infractions and an increase in student On-Track percentages by SY22.
Budget Description	Funds for local government officials symposiums, active staff participation or liaison to the students, Budget for incentives to increase student participation.
Tags	Student Voice, Engagement, and Civic Life, FACE2: Community Partnerships, OSSE: Student Outreach and Re-Engagement

Action steps	<ul style="list-style-type: none"> • (Not started) Google Survey students to form potential list of willing participants to serve entire school year advocating for curriculum resources and student incentives Tags: Student Voice, Engagement, and Civic Life • (Not started) Assemble student council candidates have a school wide election. Invite local government officials to speak Tags: SSCE: Student Leadership • (Not started) Bimonthly student council meeting, representative present at every LSC meeting Tags: SSCE: Student Voice
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Action Plan

Strategy 1

Actions: Formal staff leadership opportunities with clear communicated and responsibilities for MTSS Team Roles.

Sep 07, 2020 to Sep 11, 2020 - Teachers, MTSS Teachers, Counselor, Case Manager, Principal

Established a shared vision and goals for MTSS Team and Roles.

Sep 14, 2020 to Sep 30, 2020 - Teachers, MTSS Teachers, Counselor, Case Manager, Principal

Provide professional development and training to support staff with implementation of researched-based interventions

Oct 01, 2020 to Jun 01, 2021 - Teachers, MTSS Teachers, Counselor, Case Manager, Principal

On-going cycles of learning to monitor implementation of researched-based interventions

Oct 01, 2020 to Jun 01, 2021 - Teachers, MTSS Teachers, Counselor, Case Manager

Continuous and on-going progress monitoring usage of researched-based interventions for 5 weeks.

Oct 01, 2019 to Jun 01, 2020 - Teachers, MTSS Teachers, Counselor, Case Manager

Strategy 2

Develop and implement a tool to gauge the level of rigor when analyzing texts and tasks

Sep 07, 2020 to Jun 24, 2021 - ILT Team

Design Reading, Math, Science, and Social Science (Arts Education: Community and Career Connections) tasks for students to create authentic work that allows them to connect to the curriculum and the world

Sep 07, 2021 to Jun 23, 2022 - Teachers

Engage in ongoing professional development related to implementing rigorous student task for all learners

Sep 06, 2022 to Jun 23, 2023 - Administration, Network

Strategy 3

Google Survey students to form potential list of willing participants to serve entire school year advocating for curriculum resources and student incentives

Sep 01, 2020 to Sep 11, 2020 - School counselor

Assemble student council candidates have a school wide election. Invite local government officials to speak

Oct 19, 2020 to Nov 06, 2020 - school counselor, social studies teacher,

Bimonthly student council meeting, representative present at every LSC meeting

Dec 01, 2020 to Jun 18, 2021 - School counselor, Principal

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.

During the summer the Admin team along with the ILT leadership team discusses previous years data and performs a SWAT analysis to determine the needs for the next school year. During the SWAT analysis formative and summative data sources are examined such as end of the quarter assessment(Teacher generated) and Tc, Dibels ,Mclass and NWEA growth and attainment scores for MOY and EOY.

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

We have revamped our entire process for doing IEPs and restructured our MTSS protocols to support Tier 2 and Tier 3 students. We have increased LRE percentages by providing professional development for teachers on the 4 types of teaching models to increase inclusion.

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.

This past year our central focus was on strengthening the teachers' capacity on the Gradual Release Model through year long professional development and feedback cycles of improvement utilizing peer observations and feedback aligned to one universal protocol system. This provided students with additional independent practice coupled with a correlating model for success.

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).

School-wide reform strategies that are currently in place at Edward Coles School are... MTSS, Group/Individual student development, differentiated instruction, small groups, Dr. Hall, male/female mentoring, male/female guest speakers, after school reading and math, Saturday School, Career Day, College and Career Awareness just to name a few.

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

The first step in attracting highly qualified teachers is uses the resources within the school. Our teachers are often social butterflies and have friends within the profession looking jump-start their career. We also are active with the local community colleges such as Chicago State and Lewis providing internship hours throughout the year so that relationship has resulted in hiring recent graduates.

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.

Over the summer the Admin team looks at historical data to understand trends with academic , social emotional data , and dashboard matrices to establish the focal point for research based professional development. The Admin allocated funds to pay expert support and also provide funding for after-school hour training and workshops aligned to CIWP priorities.

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

We utilize our PAC to service as the source for driving parental engagement. We start with a survey to figure out what supports, programming, and meeting schedules appeal to them. Parents have received CPR training, resume building, interviewing techniques, nutritional support, strategies to help their kids with homework and standardized assessments. At the end of each session parents are giving additional surveys probing on ways to improve.

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.

Our preschool department works jointly with our Kindergarten team the last quarter and the first quarter of the school year to align task with Strategies Gold. The teachers align and collaborate several activities throughout the school year both classes.

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.

Teachers are given autonomy to utilize research based instructional materials as long as they support the Common Core Standards and are aligned to the Network 12 pacing guide. Teachers have weekly grade level meetings to add teacher voice to decisions that are made academic measures to improve student achievement. Teachers also vote on the assessment plan for the school each year.

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.

Teachers must provide a mix of formative and summative grades so that no one grading matrix is the majority. Teachers also provide small group instruction to decrease teacher to student ratio providing direct support, and extended time on task. Students are not penalized for late submissions of work in fact are often given extended time based on circumstances.

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

We currently participate with a fresh fruit and vegetable program aimed at exposing students to healthy alternative snacks from around the world and utilized in various cultures. We also have several mentoring programs established by employees within the school to forged strong relationships. We are currently seeking partnerships with neighboring high-schools to expose students to vocational and technical education. We also will continue our semi annual career day and high school fairs.

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.

This local school unit will involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement via monthly PAC meetings in which parents will plan for overall school improvement.

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

This local school unit will hold an annual meeting in the Fall at a time convenient to parents during the first marking period to inform parents of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, parent meetings (K-8th) held quarterly, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend via monthly PAC meetings in which parents will plan for overall school improvements. Information reports will also be presented at monthly LSC meetings. The projected date of our Title I Annual Meeting and Title I PAC Organizational Meeting will be in September 2020. The Title I Annual Meeting will be held in early September and the Title I PAC Organizational Meeting will be held later in September 2020

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.

This local school unit will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet via our local school and unit

curriculum guide that will be available in the main office, via the internet at www.colesacademy.com, parent reports for each assessment (benchmark) and biweekly overviews of the curriculum through visible teacher's lesson plans located in a common place available to the parents. Parent Advisory Council (PAC) meetings will be held monthly. Parents will be encouraged to participate by offering suggestions for improvement and to discuss concerns. Parents will also be asked to complete a survey regarding the PAC and what topics are of interest to them. Parents will also be encouraged to meet with their child's teacher daily to discuss the academic achievement of their child.

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 local school unit 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 if the following exists: In the event a student is being provided services by a teacher deemed not "highly qualified " this local school unit will follow all guidelines established to notify parents of this designation and service being provided. Parents will be given the reports printed by the state regarding the state assessments. These reports will be sent home and/or given at Report Card Distributions. Parents will be encouraged to discuss the reports with their child's teacher.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents will be given information regarding the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments at Open House at the beginning of the school year and throughout the school year at PAC and LSC meetings. Information will be reinforced on an ongoing basis at various parent meetings throughout the school year. Parents will be able to enhance their understanding of the state's academic content standards by Cole's School offering free workshops for parents, Open House, and quarterly grade (K-8th) parent meetings. Information will be reinforced on an ongoing basis at various parent meetings throughout the school year

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.

Cole's Academy will host a Parent Summit and parent literacy workshops annually throughout the school year. Our literacy teachers will present in the PAC meetings by offering varied strategies on working with their children at home. Parents will be offered literacy and computer workshops during our Math, Science or Literacy Events. Parents will be encouraged to participate in the various workshops. Flyers will be posted and handed out to parents to invite their participation.

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.

Cole's Academy will educate all staff members as it relates to contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents through small discussion

groups, working groups and large panel discussions during staff development and teacher institute days scheduled throughout the school year by the district. Cole's Academy will also take advantage of opportunities offered by outside agencies.

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.

Coles Academy will solicit parent volunteers for field trips and classroom events, offer parent workshops focusing on tips for early childhood education, and hosts meetings and/or orientation with pre-k parents whose child will enter kindergarten. There will be a strong focus on daily attendance as our early childhood as consistently displayed the lowest attendance rates at Coles Academy over the years. At Parent Advisory Council (PAC) meetings the PAC Officers along with the leadership team will ensure that there are speakers made available to facilitate workshops for all parents. Parents will be invited to monthly PAC meetings and Local School Council (LSC) meetings.

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.

Cole's Academy communicates invite parents to participate and join parent groups facilitated by staff members aimed at educating, sharing resources and information aimed at the retention of Head Start, and Reading First, Early Reading First involvement. The school will form partnership with the Early Childhood department of CPS to find outside partnerships to provide workshops at the school to 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.

Cole's Academy communicates with our parents through monthly newsletters, universal phone system, flyers and our school's marquee in communicating messages regarding upcoming events at the school. We will ensure that information related to the school and parent programs, meetings, and other activities are sent to parents in understandable and uniform formats at the end of the week with information about the following week events, postings on school's website and postings on school's marquee.

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.)

The mission of Edward Coles Model to Excellence language Academy is to provide a high-quality educational experience that focuses on the issues related to the diverse needs of our students, while providing our students with the intellectual skills needed to compete and succeed in our global community. It is the mission of Edward Coles Model for Excellence Language Academy that all students (general education and students with disabilities) become independent and positive, contributing members of society

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Cole's Academy will hold parent-teacher conferences during the Fall at the beginning of the school year (Open House) so parents can meet their child's teacher and discuss first progress report face-to-face or virtually. We will also hold parent-teacher conferences five weeks after Parent-Teacher Conference Day (November) and during the Spring (April) we will hold Parent-Teacher Conference Day. Also, embedded in every teacher's schedule is a Home Connection period (Principal's Directed Preparation Period) in which teachers are able to correspond with parents by telephone or in person.

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 be provided to parents throughout the school year regarding the progress of their child. On the 5th, 15th, 25th and 35th week progress reports will be sent home to all parents. Reports cards will be picked up by parents on the 20th and 40th weeks of school. Also, parents will be encouraged to sign up for Parent Portal so that they will have 24 hour access to their child(ren) academic grades. Parents will also receive data assessments reports for their child(ren)

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

During Open House/Back to School Night, at the beginning of the school year teachers will provide parents with their preparation periods for conferences. Also, parents will be made aware that teachers are available during their preparation periods four days out of the week. Parents and teachers will meet in the teacher's classroom or the conference room. Conferences will be done at the request of the parent, teacher or an administrator.

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.

Following the guidelines and policies of the Chicago Public School parents will be encouraged to volunteer at their child's school. Parents will be asked to complete the volunteer packet from CPS and will discuss with the leadership team where and how they would like to volunteer.

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

Parents will be giving the opportunity to sign up for Parent Portal and the Remind application to receive alerts about assignments and to serve as a platform for two way communication between teachers and Parents. During Open House and/or Back to School Night, PAC and LSC meetings parents will be given the expectations regarding homework and the daily attendance for their child in school. Parents will be encouraged to do so daily and to ensure that they are signing their name to the homework to state that they have checked it. Parents will be encouraged to send their child to school daily. Throughout the school year, newsletters will continuously highlight the importance of daily attendance and monitoring the homework for your child.

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

Parents will consult with the leadership team at confidential conferences (parent and administrator), PAC meetings and LSC meetings regarding decisions for their child. The parents will participate in decisions relating to the education of their children by voicing their opinions to school administration, participate in monthly PAC and LSC meetings, attend parent conferences and quarterly parental grade meeting (K-8th).

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

The students will share the responsibility for improved student academic achievement by having good attendance, demonstrate a positive attitude, come prepared for class, complete classroom/homework assignments, attend After-School Programs and honor roll recognition.

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.

This will be discussed at the PAC's Organizational Meeting in September 2020

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.	\$200.00
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.	\$300.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
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)	\$300.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$200.00
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.	\$300.00
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.	\$300.00
53510	Postage Must be used for parent and family engagement programs only.	\$100.00
53306	Software Must be educational and for parent use only.	\$300.00
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.	\$200.00