James Madison Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Allania Moore	Principal	alspight@cps.edu	Has access
Barbara Appleberry-Tillman	Teacher/LSC/ILT	baappleberry@cps.edu	Has access
Marlon Morgan	LSC/ILT/Teacher	mjmorgan1@cps.edu	Has access
Pamela Talbert	Teacher/MTSS	pmtalbert@cps.edu	Has access
Cathy Jeter	LSC	jetercathy@yahoo.com	No Access
Stacy Stocker-Rybski	Teacher/MTSS/BHT	sastocker-rybski@cps.edu	Has access
Victor Hunter	Parent	vhunter@yahoo.com	No Access
Albert Kelly	Community	pastorkez@gmail.com	No Access
Cedella Drye-Clark	Fine Arts Teacher/MTSS/BHT	cddrye-clark@cps.edu	Has access
Ndieze Nnawuchi	EL Teacher/SpEd/BHT/MTSS	nunnawuchi@cps.edu	Has access
Stacey Whitsett	Case Manager/Teacher/MTSS/ILT	sdwhitsett@cps.edu	Has access
Jacqueline Johnson	School Support Personnel	jbjohnson10@cps.edu	No Access
Ketty Charles	Teacher/ Middle School	kccharles@cps.edu	Has access
Crockett Nicole	Teacher/Intermediate Math	nmcrockett@cps.edu	Has access
Johnson Karen	Teacher/Intermediate ELA	kldemichele@cps.edu	Has access

Name	Role	Email	Access
Adams Tyci	SECA/ILT	ttadams@cps.edu	Has access
Wheeler Marcia	Teacher/Diverse Learners	mdwheeler@cps.edu	Has access
Thompson Isaiah	Teacher/ILT	imthompson1@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/30/2020	B. Appleberry-Tillman, C. Jeter, P. Talbert, S. Stocker-Rybski, V. Hunter, S. Whitsett	Establish Team members
02/04/2020	B. Appleberry-Tillman, C. Jeter, P. Talbert, S. Stocker-Rybski, V. Hunter, S. Whitsett, K. Charles	Reviewing the new CIWP, Complete self-assessment, review and understand timeline for CIWP completion, review school-wide goals and strategies based on the district/school mission and vision, as well as current data
02/11/2020	B. Appleberry-Tillman, C. Jeter, P. Talbert, S. Stocker-Rybski, V. Hunter, S. Whitsett, K. Charles	Assign final ratings to SEF Frameworks
02/18/2020	B. Appleberry-Tillman, C. Jeter, P. Talbert, S. Stocker-Rybski, V. Hunter, S. Whitsett, K. Charles	Select priorities based on the SEF ratings and begin adding the justification data.
02/25/2020	B. Appleberry-Tillman, C. Jeter, P. Talbert, S. Stocker-Rybski, V. Hunter, S. Whitsett, K. Charles	Complete critical needs and root cause analysis complete priorities data
03/02/2020	B. Appleberry-Tillman, C. Jeter, P. Talbert, S. Stocker-Rybski, V. Hunter, S. Whitsett, K. Charles	Work on strategies and action items for 3 priorities.
03/05/2020	B. Appleberry-Tillman, C. Jeter, P. Talbert, S. Stocker-Rybski, V. Hunter, S. Whitsett, K. Charles	Continue to work on strategies and action items for 3 priorities.

Date	Participants	Topic
02/12/2020	B. Appleberry-Tillman, C. Jeter, A. Moore, M. Morgan, L. Turentine, A. Holmes, R. Lewis, A. Hunter	Shared progress of CIWP with LSC.
04/27/2020	A. Moore, B. Appleberry-Tillman, M. Morgan, S. Whitsett	Updated final areas of completion. Next step is to update budget.

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
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: Sources considered: -Five Essentials Survey -School Report Card - LSC/PAC Minutes -Grade Level meeting Agenda/minutes The Madison School vision is that we will be recognized as a learning community of excellence by providing high quality, differentiated educational experiences in the least restrictive environment. We will serve and positively impact the Grand Crossing Community and beyond as we aspire to become Chicago's #1 neighborhood school. As such, it is our mission that in partnership with parents and community, Madison will promote academic achievement, creativity, self-discipline and mutual respect among all stakeholders. To assure the educational and personal

success of all students, we will provide a high quality, standards based curriculum, infused with fine arts and technology throughout the core subject areas. As stated in our vision and mission statement, the Madison community is committed to fulfilling a shared vision and mission of success. As evident by the results of the 2019 My School, My Voice Survey, 74% (increase of 2 percentage points in the previous CIWP cycle) of the teachers survey indicate that leadership communicates a clear vision and makes clear to the staff her expectations for meeting instructional goals, and 74% of teachers and parents think of each other as partners in educating children. During our last CIWP cycle there was a need to coordinate school programs and consistently align those programs with its goals for student learning. As evident by the 5 Essentials score of 68% in the area of Program Coherence and we have decreased by 7%.

- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Evidence of ongoing inquiry is evident in leadership engaged in regular REACH and non-REACH observations using check-in visit forms, Reflect and Learn portal, teacher one-on-one goal setting meetings, Google classroom. The principal meets with teachers in groups (grade level meetings, one-on-one, whole staff, and by content) to discuss and revise instruction based on Small group templates for NWEA and Amplify; school-wide goal setting template; MTSS reports from the CPS logging tool. These resources are also used to design professional learning (PL) to achieve school-wide improvement goals. The administration provides daily schedules to respond to student needs including diverse learners (school-wide schedules, Diverse Learners schedule, MTSS schedules, extracurricular activities, small group schedules). The CIWP is aligned to the school's priorities and is periodically presented to the LSC for updates during the principal's report which includes SEL initiatives (CHAMPS, Second Step, Sanford Harmony, NED Show for bullying, Girls of Grace and Watches and Wallets programs, Imani Pearls Community Development). The principal attempts to retain and maintain personnel. The middle school math and language arts teachers were consistent for the first term of the principal's contract cycle and were replaced during the 2019-20 school year.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- o 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
- o 2 Curriculum connects to real world, authentic application of learning
- o 3 Curriculum is aligned to expectations of the standards
- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: Sources considered: -Network 12 Pacing Maps -Teacher's Lesson Plans - Small Group Instruction template -Assessment Data (Weekly Assessments, On track data reports, Summative (5 Week) assessments, District-wide assessments--NWEA, Amplifiy) -ILT meetings/agendas. Since, we have only one teacher per grade level, teachers work with their department level groups called grade clusters to complete and review lesson plans. All students have been exposed to the common core standards and assessed weekly based on instruction and the standards. There was also need to improve core and small group instructional practices, monitor the effectiveness of instruction, and monitoring of student progress. Therefore, we have implemented the use of a variety of monitoring tools and instructional support. School-wide use of an Instructional Curriculum Binder has been utilized to organize and track a variety of data points in core and small group instruction. Items in these binders are examined and used as discussion points during grade cluster meetings. Other school-wide elements in our curriculum includes the following: *Gradebook rubric *Edgenuity - online program for academic intervention, enrichment, assessment, and and progress monitoring *Amplify Science, interactive classroom tool for middle school science and math teachers to engage students with interactive lessons aligned to NGSS and CCSS *Progress monitoring Tools- (Primary-Dibels/TRC/Mclass Math, 3th-8th Small Instruction Progress Monitoring Tool), *Second Step social skills to support Tier 1 social emotional strategies
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Sources considered: -Lesson plans -MTSS Block Scheduling -Assessment Data (Weekly, On track data, Summative assessments, performance tasks, benchmark assessments, NWEA, Amplifiy) -ILT meetings/agendas -Peer Observation -Network 12 Summit PD's Instructional materials across grade levels are aligned to the standards. Textbooks are current and since we have only one grade classroom per grade level, it was important that each cycle provide instruction from the same series to provide consistency. Teachers supplement these programs with various programs based on student needs at specific grade and levels. Materials utilized are as listed below: *Superkids Reading *GoMath

*Envisions Math *Edgenuity, *Progress Monitoring by Sadlier (Reading and Math to support Core Instruction) *Common Core Support Coach by Triumph Learning (Reading and Math to support small group instruction) *Authentic Text *EngageNY *Headsprout *Heinnemann Leveled Reading Intervention (Primary grade levels) *Voices Leveled Readers *Nearpod *Sing, Spell, Read, and Write *Heggerty (Headstart-2nd Grade) *Prepdog.org *Class Dojo

- 3 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 3 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Sources considered: -Lesson plans -Assessment Data (Weekly, On track data, Summative (5Week) assessments, performance tasks, benchmark assessments, NWEA, Amplifiy) -ILT meetings/agendas The grade level clusters organizes, distributes and engages in school wide analysis of assessment data from district assessments to school level weekly assessments. The primary department effectively uses screening, diagnostic, benchmark, formative and summative assessments to frequently monitor student progress. While our intermediate and middle school teams use interim, formative, and summative assessments to monitor student progress. Assessment accommodations and modifications are in place and are implemented during all testing sessions for students with disabilities throughout the school year. All interim and standardized assessments are modified for our diverse learner population. Gradebook audit using the Chavez Reports are used to ensure that all students had grades, opportunities for retakes, missing grades, and equity. Standards as sequenced in the pacing guide. As a result of this audit, it has been determined that moving forward there is a need for quarterly audits to be implemented to support increased opportunities for student learning. Weekly assessments, 5 week interim, grade cluster meetings to analyze the effectiveness of practice and assessment results, progress monitoring, reteaching/retake practices, student data and goal setting meetings In addition to this, we analyze On Track progress monitoring data every 5 weeks and we have scheduled bi-weekly Dibels/TRC/Mclass progress monitoring.
- 2 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 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)
- 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)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 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)
- 2 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)

- o 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)
- o 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)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Evidence Sources considered: -MTSS Block Schedule -Lesson plans - Small Group Instruction -Assessment Data (Weekly, On track data, Summative (5 Week) assessments, performance tasks, benchmark assessments, NWEA, Amplifiy) -ILT meetings/agendas -Peer Observation -Network 12 Summit PD's Madison uses DIBELS to screen K-2 students in reading at the beginning of the year; and the Woodcock Johnson to diagnosis students who have been referred for MTSS. Intervention programs are in place but are not used with a high level of fidelity. As of February 2020, 100% of teachers have implemented small group interventions using NWEA MOY and 5 week Interim assessment data to inform their instructional decisions for small group, and they are conducting small group sessions with students with fidelity as evident by exit tickets, progress monitoring tools, and assessment data kept in their Instructional Curriculum Binder. Small group instruction is embedded within the Math and Reading blocks. Therefore, interventions are done at the classroom level during small group instruction and through pull-out and push-in support. Interventions are monitored through Pre/Post Tests and Benchmark assessments every 5 weeks in Reading and Math. Remediation Plans are completed for every failing student and submitted to the principal for ILT review. A conference with the parent is required to review and sign the Remediation Plan. We currently have block schedules of 120 minutes for literacy and 90 minutes for math in the K-5 cycles. For our 6th - 8th departmental students, we have a 60 minute literacy block and a 60 minute mathematics block. Teachers establish supports in their classrooms that promotes positive behavior. This is also anchored through a school-wide researched based curriculum called Second Step designed to teach and instill positive social-emotional skills. Additionally, to further support SEL, we will be implementing the Sanford Harmony curriculum school-wide. This curriculum is embedded within the social studies content area and explicitly taught each week. The school is in the developing stages of a school wide discipline approach by implementing CHAMPS and a restorative practice programming with the help of a school coach who regularly train, support, and offer feedback to teachers, staff, and students in restorative techniques. What's more, we use a variety of tracking tools to monitor school-wide progress.
- 2 - Transitions, College & Career Access, & Persistence

- o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
- o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- o 2 READINESS ? Ensure equitable access to college preparatory curriculum
- o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- o **Evidence**: Sources considered: -Advisory Class -Lesson Plans -Assessment Data (Weekly, On track data, Summative assessments, performance tasks, benchmark assessments, NWEA, Amplifiy) -Field Trips to give exposure to various High Schools and College Campuses We have worked towards improving transitions, college & career access, and persistence. There was evidence to support strong sustainable structures to highlight and lay the groundwork for robust programming geared to support equitable access to early post-secondary awareness and preparation for successful college and career experiences. Using qualitative data, there were a few practices that noted that Madison is in the developing stages of building a culture for promoting advantageous pathways to college and careers. The mission and vision statement does not place an aim for student preparation. There were no consistent school-wide programming, nor was there multiple experiences throughout the year to support school wide priority of advanced learning experiences and exposure to careers. It must be noted that there were some elements of school practices that supported college and career success. Madison offers occasions throughout the school year for students and staff to wear college jerseys. There are college pennants on display outside of each classroom door or in the corridors. College and Career week is conducted each year for outside guests to share their college/career experiences and supply college brochures. Additionally, the school counselor created a course for the 3rd through 8th grade students that addressed college and career readiness and social-emotional issues that was taught once per week for each grade level. The structures we currently have are predominantly geared to middle school students. Grades 6th through 8th, participated in a 2 day tour of Columbia College. On these tours, students had the opportunity to visit the school's science department. They attended science focused lectures with other college students, conducted experiments in their state of the art science lab, walked the campus, and dined in the cafeteria. Other experiences included, a school-wide trip to DePaul University--K-8. Where students, school wide took a bus tour of the school's campus and they attended a college volleyball/basketball games. Our eighth grade students visited the Citywide High School Fair at Navy Pier. Lastly, students and their parents in grades 6th, 7th and 8th participated in one-on one high school meetings with the principal. In these meetings, parents and students discussed student NWEA assessment data, grades, the high school options they qualify for, deadlines, and other planned 8th grade High School events. As a result of this conversation and the high school fair, Madison is now tracking the number of students who are accepted in selective enrollment high schools in the City of Chicago. Madison Elementary has also begun the ON-Track Challenge where students and teachers monitor the Student On-Track percentage every 5 weeks. These percentages are posted outside classroom doors. As a result of this progress monitoring method, students and teachers alike are monitoring the number of students who have a grade of C and above, and 95% attendance. Teachers are using this data to engage students in discussion about college and career readiness.

Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence**: Sources considered: -5 Essentials Survey -School Report card We are in the implementation stages of CHAMPS. More work is needed to fully engage all elements of CHAMPS with fidelity. In the classroom, the Framework for Teaching ratings in the area of Establishing a Culture for Learning indicated that the majority of Madison's teachers scored proficient and above. When using the 5 Essentials Survey in the area of Supportive Environment, the school is safe, demanding, and supportive, the score was 57% (Neutral) in 2018 and 49 in 2017, indicating Weak Implementation. In 2019, the score was 65 indicating Strong in Supportive Environment. In the area of Collaborative Teachers, the score was 63% indicating a Strong Implementation and in 2019, the score was 71 indicating a Very Strong Implementation. There was more implementation in the area of Ambitious Instruction, as evident by a score of 80 last cycle and 91 this CIWP cycle. Sources considered: -5 Essentials Survey -School Report card -Dashboard Data Reports -Verify The 5 Essentials survey was used to inform decisions for Madison. There is a rating of average implementation, therefore more work has to be done to develop a culture and climate that encourage trust. SEL strategies are used to assist students in conflict resolution, Peace Circles and Restorative, Instructive, and Corrective Practices are being utilized. We utilize the NED Show to support SEL in Intermediate, Upper and Primary grade levels. Framework for Teaching indicates 87% of our teachers are creating an environment of respect and report. There is work needed when demonstrating a knowledge of students. This ties along with our professional development emphasis of instructional planning. REACH data denotes that 63% of teachers received a rating of proficient, while 38% earned an unsatisfactory rating in this area. According the 2019, My Voice, My School Survey, 71% of staff surveyed feel that the school works hard to build trusting relationships with parents. A new morning announcements seek to build community with students by celebrating birthdays and other important milestones. The principal however, does lead the work to empower families and community engagement in activities such as parent teacher conferences, celebrations of learning, school-wide assembly programs, community forums, and LSC and PAC meetings. Additionally, the school created a new Parent Resource Room for parents, grandparents, step parents, and other caregivers of Madison in order to provide them with the tools they need to become engaged in the school community.
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 3 Engage with their community

- o 2 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**: Sources considered: -5 Essentials Survey -School Report card - Extracurricular/Recreational activities attendance rosters -21st Century data sources - Student Permission Slips -Student Council Agendas and Sign-in sheets - Photographic Artifacts -Madison's Facebook page Madison has received the After School All Stars grant for the past several years, the 3rd District Sorts of Sports program, and the 21st Century grant which all allow students to choose programs based on their various interests and/or talents. We have also receive a $10,000 grant from Ingenuity to support our Fine Arts Program. In addition to this Madison support student voice and interest through the following activities: Middle School Student council, Learning garden, Dance team, Rock Band, Flag Football, Track, Art club decorations for school wide events, Spring Fling, Principal's Report, Earth Day clean up, After-school basketball, Student Council Fundraising Events, Across Grade Level Peer Tutoring, Science Club, Chicago Bulls Holiday Food Drive
- 2 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Sources considered: -CPS Dashboard -Verify System -Incident Reports - Accident Report -School Safety Plans -Safe Passage Reports Madison has worked to improve safety and order. This year, we were granted support of Safe Passage, because 71% of students indicated that they did not feel safe coming to and from school. We also changed the doors by which parents and visitors enter the building only students and staff access door 4 and all others can be more closely monitored. Support staff and security duty schedule was aligned to high priority times of supervision. So that students felt physically and emotionally safe in and out of school, we have employed the following: -CHAMPS Classroom Management Plan and SEL supports -Second Step - Sanford Harmony - Calm Classroom Activity -School Safety Plan -MTSS Team (check-ins with Ancillary Staff) Safe Passage -Resident Social Worker (Tuesday, Thursday and alt Fridays) - LSC Safety Committee -Parent Volunteers -WES Health Services -PBIS Incentives (Madison Incentive Store) We are continuing in the data collection and developmental stages of structuring strong and sound systems of support.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Sources considered: -CPS Dashboard -Verify System -Incident Reports - Accident Report -School Safety Plans -Safe Passage Reports Teachers establish supports in their classrooms that promotes positive behavior. This is also anchored

through a school-wide researched based curriculum called Second Step designed to teach and instill positive social-emotional skills. This curriculum is embedded within the social studies content area and explicitly taught each week. The school is in the developing stages of a schoolwide discipline approach by implementing CHAMPS and a restorative practice programming with the help of a school coach who regularly train, support, and offer feedback to teachers, staff, and students in restorative techniques. What's more, we use a variety of tracking tools to monitor school-wide progress. To provide additional Tier 2 and 3 supports to students, we have partnered with MTSS Team, and a MTSS Attendance Team. Madison?s middle school students (i.e. All Stars) who need Tier 2 supports are are collaborating with external partner called A Knock at Midnight. As part of our efforts to enhance social emotional learning supports, our middle school students and teachers are participating in weekly trainings including but not limited to : -Violence prevention, -Gang prevention -Substance abuse prevention - Character development -Conflict resolution -Male/Female responsibility -Relationship development Because historical data found on Dashboard suggested that MTSS Tier 2 and Tier 3 programming for behavioral support was needed more in grades 6th through 8th, we have a daily structured 60 minute MTSS Block time. The effectiveness of our multitiered systems of support is being monitored by Dashboard matrices, as well as qualitative data collected by teacher and students. Although more work must be done to improve the culture and climate of our school, data supports the fact that we are moving in the right direction through implementation of multiple supports tailored and aligned to the needs of each student.

- 2 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Sources considered: -LSC -PAC -Report Card Pick-up -5 Essentials Survey The principal does provide clear information to families on the school performance. K-2 DIBELS data reports are sent home quarterly to informs parents of student progress and suggestions for support at home. MAP data reports are sent home informing parents of student growth on the state assessment. Parents also receive information from the teachers during open house, report card pickup on grade level expectations, and on IMPACT's parent portal. The principal provides a monthly report on the State of Madison at every LSC meeting. Option for Knowledge packets to all families in the school. According to the My Voice, My School survey, 89% of parents report that the school regularly communicates with parents about how they can help their children learn. What's more, we have the additional programs, activities, and supports as indicated below. Parent

volunteer opportunities, PAC, LSC, Field Trips, Option for Knowledge Packets, WES Crisis Interventions, HeadStart Parent meetings, Blackboard Connect Parent Robocalls emails, and text messages, Parent portal, Gradebook parent emails, Class Dojo, Informational flyers, Marquee Messages, Open house, Back to School Bash, 8th Grade parent meetings, 5 week progress reports, Parent AM/PM Patrol, NWEA Map Reports, Amplify Reports (K-2), Student PDP Reports, Remediation Plans, Teacher/Parent and Parent/Admin Meetings to support student academic and behavior, Coat Drive, Letters to Santa Gift Drive, In kind donations from a local chapter of the Order of Eastern Stars to support student incentives and field trips, Assemblies, Report card Pick-up, Red Carpet Event to celebrate academic achievement. We will continue to develop creative ways to engage parents. This year a raffle was used, incentives for students, and a performance from our student Rock Band. We also emailed and text families through Blackboard Connect.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
2	Quality and Character of School Life: Family & Community Engagement	**0**
2	Quality and Character of School Life: Physical and Emotional Safety	**0**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**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: Relational Trust	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Increased Math attainment and growth in grades 4th-8th
Root Cause 1	No teacher in grades 6th-8th, and ability for 4th/5th teacher to collaborate consistently with teacher with strong math content AND instructional practice
Area of Critical Need 1	Increase ELA attainment and growth in grades 4th-8th
Root Cause 2	High quality small group instruction being consistently implemented
Area of Critical Need 3	MTSS is needed to close the gap for students in need for Tier 2 and Tier 3
Root Cause 3	Instructional staff need to employ consistent interventions that are research-based and the MTSS team need a personalized menu of dashboard matrix so that data can be easily obtained and distributed

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 Growth G3-8 (Reading)	Overall		55.00	60.00
On the previous CIWP, we set a three year goal for 50% of our students to obtain NWEA Growth in Reading (we exceeded the goal by .4%; so the new two				

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
year goal is 60%) because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new reading programs such as Superkids and Ready Common Core.				
Vision: NWEA Growth G3-8 (Math)	Overall		45.00	50.00
On the previous CIWP, we set a three year goal for 50% of our students to meet math growth expectations (we fell short by 8.1%; so the new two year goal is 50%) because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new math programs such as Envisions in grades 4-8 and Go Math in the primary department which includes grade 3.				
Vision: NWEA Attainment G2 (Reading)	Overall		40.00	50.00
On our previous CIWP, we set a three year goal for 50% of our students to meet the NWEA attainment percentile in Reading (we fell short of the goal by 18.4%; so the new two year goal is 50%) because of the programs we have instituted consistently for the past two years-- gradual release model, Network 12 curriculum guides, small group instruction and new reading programs such as Superkids and Ready Common Core.				
SQRP: National School Attainment Percentile - Math (Grades 3-8)	Overall		30.00	40.00
On our previous CIWP, we set a three year goal for 50% of our students to meet the national school attainment percentile in Math (we fell short by 40%; so the new two year goal is 40%) because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new math programs such as Envisions.				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		50.00	55.00
On our previous CIWP, we set a three year goal for 55% of our students to meet the national growth				

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
norms (we fell short by 3.8%; so the new two year goal is 55%) because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new Reading and Math personnel with the assistance of a Math coach.				

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 School Culture and Climate Details - Well Organized					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	curriculum planning, multi-tiered instructional supports, and focused learning walks that focuses on an alignment of high-quality, standards-based Instructional resources across grade levels
Then we see...	teachers equipped with the tools to actively and equitably engage students in the educational process, qualitative/quanitative data to serve as evidence for next steps, and improved teacher moves and instructional practice using curriculum
which leads to...	100% of students having access to standards aligned learning experiences that are rigorous and addresses all learning modalities. This will also then lead to increase in performance and 90% of students achieving 1.5 years of academic growth, 75% of students reaching attainment, and special education achieving 50% attainment and 75% growth in both MATH and ELA on MAP by June 2022.
Budget Description	Time -1 hr/quarter for teacher team math data analysis meetings -schedule 2 cycles of Peer Observations (ILT) -dedicate ½ day of PD focused on training for web-based math

	tools and best practice routines for their use in the classroom -schedule external partner to support regular monthly cycles of on-the-job coaching during the math block -schedule ILT, network ISL, and administrative team to conduct three learning walks Use Local (115) funds to for Extended Day buckets for targeted after school math and reading instruction for Tier 2 and 3 students, teacher planning meetings, and professional development sessions
Tags	Curriculum
Action steps	(Completed) Principal and ILT will meet to analyze remote learning participation and MOY MAP/Amplify data to make decisions on which school-wide and Tiered Instructional digital EdTech programs/non-digital curricular materials will be used for SY21 using SWOT analysis Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Problem Solving Process, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access (Completed) Each teacher will inventory all curricular materials, both digital/non-digital in a shared spread document Tags:Arts Education: Equitable Access to the Arts, Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, Math: Equitable Access (Completed) All grade level departments will meet to insure that instructional materials and resources are aligned to common core state standards and monitor student achievement in core subjects (reading, math, and/or science) Tags:Curriculum, Resource alignment (Completed) Funding will be used to purchase core math and reading programs such as Common Core Progress (6th-8th grades), Ready Common Core Reading and Writing (3rd-5th grade) Super Kids reading portal (Kdg-2nd), Eureka Math (K-8). Tags:Curriculum, Instructional materials (On-Track) Funding will be used to purchase handwriting instructional materials Zaner Bloser, 2nd - 6th for each school year (2021 and 2022)in Tags:Handwriting, Supplemental material (Not started) Funding to replenish/replace technology used by K-8 grade teachers to deliver instruction (Elmos, teacher iPads, Dell laptops, LCD projectors, and Smart Boards) Tags:Technology (Postponed) Funding for substitute teachers for K-2 teachers during Benchmark assessment periods (every quarter of each year)

Tags:Benchmark assessment, Substitute teachers

- (Completed) Research and purchase computer based progress monitoring tool for K-8 for reading and math.

  Tags:Curriculum, Progress monitoring

- (On-Track) Research and purchase a Social Studies curriculum (Text/Computer based) K-8 to address the areas of US History, World History and Civics.

  Tags:Curriculum, Instruction

- (Postponed) Replenish consumable materials for Amplify Science K-8. Purchase Amplify Science T.E.'s for K-5.

  Tags:Curriculum, Instruction

- (Postponed) Funds will be used to purchase multimedia visual arts materials for the development of a visual arts lab and design of school-wide visual displays that support MTSS and instructional focus. Materials include but not limited to the following: Cold press laminator, computer program for the poster maker, field trips to art museums, and easels etc.

  Tags:Arts Education: Authentic Arts Integration, Arts Education: Building a Student-Centered Arts Classroom, Arts Education: Community and Career Connections (F/PA #6), Arts Education: Embedding the Arts School-Wide, Arts Education: Equitable Access to the Arts, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Budget & Grants, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Cancelled) Research and purchase computer based school wide assessment tools for reading and math to support Tier 1, Tier 2, and Tier 3 assessment and interventions.

  Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (On-Track) Replenish 7th grade materials for the Constitution. (Federal and State)

  Tags:Curriculum, Instruction

- (On-Track) Funds will be used to expand the Reading A-Z subscriptions which includes K-2 Head Sprout phonics to include grades 3-6 to address the needs of struggling readers.

  Tags:Curriculum

	- (On-Track) Using student outcomes, SY20 teacher walkthrough results, and teacher instructional practice needs analysis, ILT will determine school-wide instructional focus, schedule 2 cycles of peer observations, 2 cycles of teacher analysis of quality assessments and aligned learning tasks, develop the SY21 Data Cycle Calendar, determine learning walk data collection tools, and assessment/learning task analysis tools. Tags:Structure for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Distributed Leadership, Math: Student Discourse - (On-Track) ILT/MTSS Team will participate in leadership training geared towards supporting instructional practice that lead to higher student outcomes and equitable learning experiences Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams - (Completed) Principal will meet with external partners to discuss teacher professional development needs, student learning needs, and develop a schedule for teacher support that centers around better use of currently used curricular materials, teacher moves and instuction using digital/non-digital curriculum Tags:Leadership for Continuous Improvement, Instruction, Equity: Inclusive Partnerships, Teacher Leader Development & Innovation: New Teachers - (On-Track) New Intermediate Science Teachers will participate in a professional development series. This series is designed to support teachers in leveraging resources and tools to internalize and plan for an upcoming unit of instruction. Teachers will determine how to best meet the needs of their instructional context and provide students a robust experience in figuring out the phenomenon of the unit. Tags:Curriculum, Teacher Leader Development & Innovation: New Teachers

Strategy 2

If we do...	a strategic utilization (e.g. data systems, protocols, menu of interventions) and create the infrastructure (e.g. teams) to ensure that every student has access to high quality Tier 1 core instruction along with any needed targeted Tier 2 or intensive Tier 3 instruction/interventions
Then we see...	a culture and climate that supports risk-taking, adult learning, and the use of data to drive instructional decision-making
which leads to...	improved overall quality of instruction and performance of standardized assessments for all learners including general education (goal: 75% attainment and 90% growth) and

	special education (goal: 50% attainment and 75% growth) students; and thereby, narrowing the achievement gap between the two groups by June 2022.
Budget Description	Time -1 hr/month for MTSS/BHT meetings -schedule 2 cycles of Peer Observations (MTSS) Use Local (115) funds to for Extended Day buckets for targeted after school math and reading instruction for Tier 2 and 3 students, teacher planning meetings, and professional development sessions
Tags	MTSS: Curriculum & Instruction
Action steps	(On-Track) Receive and provide additional training on the MTSS Logger to ensure that all of our Tier 2 and 3 students are accounted for in the system. Tags:MTSS (On-Track) Meet regularly as a MTSS and BHT Team to address academic and social emotional needs of students in Tier 2 and 3. Tags:MTSS, Teacher Leader Development & Innovation: Distributed Leadership (On-Track) Develop uniform behavior forms to be completed by the staff to record misconducts before referring to the BHT. Tags:MTSS: Fidelity of Implementation (On-Track) Purchase additional Standford Harmony kits and utilize the program in addition to CHAMPS and restorative practices to model in order to improve students' social skills. Tags:MTSS, ODLSS: Behavior Support (On-Track) Continue small group instruction for reading and math to support Tier 2 and 3 students in the classroom. Tags:MTSS: Curriculum & Instruction (On-Track) Research and purchased leveled math materials to develop a skills bank for team building and project-based activities to be used by MTSS providers in the classroom. Tags:MTSS: Curriculum & Instruction (Completed) Allot funds for incentives for attendance, academics, and behavior improvements. Tags:OSSE: Attendance & Truancy (Postponed) Allot funds for the creation of a MTSS intervention lab in the main building with computers, comfortable furniture (bean bags, tables, chairs, etc.).

Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process

- (Not started) Research and purchase reading and math intervention programs for the intervention lab.

  Tags:MTSS: Fidelity of Implementation

- (On-Track) Create a clear and concise referral packet (for academic/behavior concerns) that includes forms, expectations, timelines, progress monitoring data (i.e. plotting charts, electronic charts or graphs), anecdotal records for teachers.

  Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (On-Track) ILT/MTSS Team will participate in leadership training geared towards supporting classroom instructional and social emotional learning practices that lead to higher student outcomes and equitable learning experiences

  Tags:Leadership for Continuous Improvement, MTSS: Curriculum & Instruction, MTSS: Shared Leadership, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

- (On-Track) MTSS Team will create a strategic plan for MTSS is developed and included/aligned with the CIWP, ensuring that it includes culture and climate, attendance, behavior, and teacher/staff professional development.

  Tags:OSEL: Supportive and Equitable Discipline Practices

- (On-Track) School-wide master schedule will ensure that students at all grade levels receive SEL instruction every week

  Tags:Structure for Continuous Improvement, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) All staff receive ongoing professional development related to SEL: *All staff members, including auxiliary staff, participate in some form of SEL-related professional development at least one time each school year. *All teachers participate in at least 3 SEL-related professional learning opportunities each school year. This may include workshops or teacher team meetings.

  Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Equity: Inclusive Partnerships, MTSS: Fidelity of Implementation, MTSS: Shared Leadership

- (Completed) MTSS/BHT team will be designated to address school climate development and school-wide SEL. The team will include a variety of stakeholders having diverse perspectives that meet monthly to make decisions that promote Social Emotional Learning and supportive, restorative, and trauma-sensitive environments.

Tags:MTSS, MTSS: Problem Solving Process, OSEL: Supportive School Environment

- (Not started) MTSS/BHT team develop a system and schedule for routinely collecting data on students' social and emotional skills, mindsets, and/or perceptions of school and uses these data for continuous improvement. This system will be sure to collect universal data on student SEL skills, attitudes/mindsets, and/or perceptions of school climate (i.e. either all students provide data and/or teachers collect data to ensure all student voices and perspectives are heard). The team will use this data to make decisions that impact their school, students, and families; in collaboration with students and families wherever possible.

  Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Postponed) Principal and representitive of MTSS team will meet with community-based organizations and partnerships that will contribute to the social and emotional development of students, develop a schedule for providing SEL-related services to students/families, and/or provide SEL-related professional development for staff

  Tags:Family & Community Engagement, OSEL: Supportive School Environment

- (Postponed) MTSS team will develop, laminate, and post 3-5 school-wide expectations around the school's common areas and where appropriate

  Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment

- (On-Track) 3 Part SECA (paraprofessional) training series In this series, SECAs gain a more in-depth training on their role and responsibilities (101) instructional strategies (102) and behavior support strategies (103) used in a special education classroom. Participants will have an opportunity to collaborate and problem-solve around issues or concerns pertaining to student supports and services Time commitment: 3 half days (offered throughout the school year, prioritized on PD days and report card pick up)

  Tags:MTSS, ONS: Continuous Improvement

Strategy 3

If we do...	intentional planning and deliver instruction from a high-quality, standards-based curriculum using varied instructional resources across grade levels
Then we see...	students actively and equitably engaged in the educational process
which leads to...	100% of students having access to materials that are rigorous and addresses all learning modalities. This will then lead to increase in performance and 75% of students attaining on district wide assessments by June 2022.

Budget Description	Time -1 hr/quarter for teacher team math data analysis meetings -schedule 2 cycles of Peer Observations (ILT) -dedicate ½ day of PD focused on training for web-based math tools and best practice routines for their use in the classroom -schedule external partner to support regular monthly cycles of on-the-job coaching during the math block -schedule ILT, network ISL, and administrative team to conduct three learning walks Use Local (115) funds to for Extended Day buckets for targeted after school math and reading instruction for Tier 2 and 3 students, teacher planning meetings, and professional development sessions
Tags	Curriculum, Instruction
Action steps	• (On-Track) Pre-K through 8th grade classroom teachers will plan differentiated instruction (which includes reteaching, small homogeneous / heterogeneous group work, and multiple opportunities for success) and the gradual release model using the minutes of instruction prescribed by the district throughout the school year. Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation • (On-Track) ILT will do at lease 2 peer observation cycles with teachers and give personalized peer-to-peer feedback. Tags:Structure for Continuous Improvement, Instruction • (On-Track) All grade level departments will meet quarterly to insure lesson plans are using instructional materials and resources aligned to common core state standards and a progress monitoring tool is used to monitor student achievement in core subjects (reading, math, and/or science). Tags:Instruction, MTSS: Progress Monitoring • (On-Track) Funding will be used to support ILT and teacher collaborative team meetings and professional development sessions. These funds will also be used to provide substitute teachers when needed. Tags:Teacher Leader Development & Innovation: Teacher Teams • (Postponed) Funding will be used to charter buses for educational field trips based on classroom instruction, sporting events, fine arts programs, college/ career exposure, and school-wide incentives. Tags:Instruction • (On-Track) ILT will create a data cycle calendar that includes time for assessment creation and adaptation, implementation, analysis, planning meetings, and reteaching. Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Grade level departments will continue to meet to analyze data, curriculum, and instructional practices. They will make decisions that are aligned

to current resources used and how it impacted the student achievement results. They will discuss if Tier 3 students should be referred to the MTSS Team.

Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Completed) To support digital learning and support, communication to parents/guardians, and support student learning, a website provider will be contracted to assist in the management of the website. This website will host our educational platforms, access to EdTech programs, and communication for parents to support their students.

  Tags:Instruction, FACE2: Parent Engagement, MTSS: Curriculum & Instruction

- (On-Track) ILT will create 5 week interim assessments (Math-MARS Tasks/ELA Assessments) that are aligned to the network pacing guide

  Tags:Structure for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Teacher Leader Development & Innovation: Distributed Leadership, Math: Rigorous Tasks

- (On-Track) Grade Cluster Teams/ILT will analyze the quality of assessments and its alignment to learning tasks and develop next steps to support the improvement of assessment outcomes

  Tags:Instruction, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Formative Assessment

- (On-Track) Math teachers will participate in Network/District professional development sessions and at least one member of each grade cluster willl participate in a network or district Math PLC.

  Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams

Action Plan

Strategy 1

Completed Jun 16, 2020

All grade level departments will meet to insure that instructional materials and resources are aligned to common core state standards and monitor student achievement in core subjects (reading, math, and/or science)

Jun 15, 2020 to Jun 17, 2022 - Department Chair Principal All Teachers

Completed Dec 16, 2020

Funding will be used to purchase core math and reading programs such as Common Core Progress (6th-8th grades), Ready Common Core Reading and Writing (3rd-5th grade) Super Kids reading portal (Kdg-2nd), Eureka Math (K-8).

Jul 06, 2020 to Sep 04, 2020 - Principal

On-Track Dec 16, 2020

Funding will be used to purchase handwriting instructional materials Zaner Bloser, 2nd - 6th for each school year (2021 and 2022)in

Jul 06, 2020 to Jul 30, 2021 - Principal

Not started Dec 16, 2020

Funding to replenish/replace technology used by K-8 grade teachers to deliver instruction (Elmos, teacher iPads, Dell laptops, LCD projectors, and Smart Boards)

Jul 06, 2020 to Sep 18, 2020 - Principal

Postponed Dec 16, 2020

Funding for substitute teachers for K-2 teachers during Benchmark assessment periods (every quarter of each year)

Sep 14, 2020 to May 20, 2022 - Principal

Completed Aug 23, 2020

Research and purchase computer based progress monitoring tool for K-8 for reading and math.

Mar 02, 2020 to Jul 31, 2020 - Principal/ Teachers

On-Track Aug 23, 2020

Research and purchase a Social Studies curriculum (Text/Computer based) K-8 to address the areas of US History, World History and Civics.

Mar 02, 2020 to Jul 31, 2020 - Principal/ Teachers

Postponed Aug 23, 2020

Replenish consumable materials for Amplify Science K-8. Purchase Amplify Science T.E.'s for K-5.

Mar 02, 2020 to Jul 31, 2020 - Principal

Postponed Aug 23, 2020

Funds will be used to purchase multimedia visual arts materials for the development of a visual arts lab and design of school-wide visual displays that support MTSS and instructional focus. Materials include but not limited to the following: Cold press laminator, computer program for the poster maker, field trips to art museums, and easels etc.

Mar 02, 2020 to Sep 30, 2020 - Principal

Cancelled Dec 16, 2020

Research and purchase computer based school wide assessment tools for reading and math to support Tier 1, Tier 2, and Tier 3 assessment and interventions.

Mar 02, 2020 to Sep 30, 2020 - Principal/ Teachers

On-Track Aug 23, 2020

Replenish 7th grade materials for the Constitution. (Federal and State)

Mar 02, 2020 to Sep 30, 2020 - Principal

On-Track Aug 23, 2020

Funds will be used to expand the Reading A-Z subscriptions which includes K-2 Head Sprout phonics to include grades 3-6 to address the needs of struggling readers.

Jul 06, 2020 to Aug 31, 2020 - Principal Moore Tillman

Completed Aug 23, 2020

Each teacher will inventory all curricular materials, both digital/non-digital in a shared spread document

Jun 01, 2020 to Jun 12, 2020 - Teacher

Completed Aug 23, 2020

Principal and ILT will meet to analyze remote learning participation and MOY MAP/Amplify data to make decisions on which school-wide and Tiered Instructional digital EdTech programs/non-digital curricular materials will be used for SY21 using SWOT analysis

Jun 01, 2020 to Jun 12, 2020 - ILT/Principal Moore

On-Track Nov 10, 2020

Using student outcomes, SY20 teacher walkthrough results, and teacher instructional practice needs analysis, ILT will determine school-wide instructional focus, schedule 2 cycles of peer observations, 2 cycles of teacher analysis of quality assessments and aligned learning tasks, develop the SY21 Data Cycle Calendar, determine learning walk data collection tools, and assessment/learning task analysis tools.

Jul 01, 2020 to Aug 21, 2020 - ILT

On-Track Nov 02, 2020

ILT/MTSS Team will participate in leadership training geared towards supporting instructional practice that lead to higher student outcomes and equitable learning experiences

Jul 01, 2020 to Jun 10, 2022 - ILT/MTSS

Completed Aug 23, 2020

Principal will meet with external partners to discuss teacher professional development needs, student learning needs, and develop a schedule for teacher support that centers around better use of currently used curricular materials, teacher moves and instuction using digital/non-digital curriculum

Jul 01, 2020 to Aug 07, 2020 - Principal External Partners

On-Track Dec 17, 2020

New Intermediate Science Teachers will participate in a professional development series. This series is designed to support teachers in leveraging resources and tools to internalize and plan for an upcoming unit of instruction. Teachers will determine how to best meet the needs of their instructional context and provide students a robust experience in figuring out the phenomenon of the unit.

Nov 02, 2020 to Jun 04, 2021 - Intermediate Science Teachers

Strategy 2

On-Track Aug 23, 2020

Receive and provide additional training on the MTSS Logger to ensure that all of our Tier 2 and 3 students are accounted for in the system.

Aug 31, 2020 to Sep 25, 2020 - MTSS Team

On-Track Nov 09, 2020

Meet regularly as a MTSS and BHT Team to address academic and social emotional needs of students in Tier 2 and 3.

Aug 24, 2020 to Jun 10, 2022 - MTSS and BHT Teams

On-Track Aug 23, 2020

Develop uniform behavior forms to be completed by the staff to record misconducts before referring to the BHT.

Aug 17, 2020 to Sep 28, 2020 - MTSS and BHT Teams

On-Track Aug 23, 2020

Purchase additional Standford Harmony kits and utilize the program in addition to CHAMPS and restorative practices to model in order to improve students' social skills.

Aug 10, 2020 to Sep 04, 2020 - Principal

On-Track Dec 01, 2020

Continue small group instruction for reading and math to support Tier 2 and 3 students in the classroom.

Sep 28, 2020 to Jun 03, 2022 - All Teachers Principal ILT

On-Track Aug 23, 2020

Research and purchased leveled math materials to develop a skills bank for team building and project-based activities to be used by MTSS providers in the classroom.

Aug 21, 2020 to Sep 25, 2020 - MTSS Team Principal

Completed Aug 23, 2020

Allot funds for incentives for attendance, academics, and behavior improvements.

May 11, 2020 to Jun 30, 2020 - Principal

Postponed Dec 16, 2020

Allot funds for the creation of a MTSS intervention lab in the main building with computers, comfortable furniture (bean bags, tables, chairs, etc.).

Apr 27, 2020 to May 29, 2020 - MTSS Team Principal

Research and purchase reading and math intervention programs for the intervention lab.

Mar 16, 2020 to Apr 30, 2020 - MTSS Team ILT Principal

On-Track Aug 23, 2020

Create a clear and concise referral packet (for academic/behavior concerns) that includes forms, expectations, timelines, progress monitoring data (i.e. plotting charts, electronic charts or graphs), anecdotal records for teachers.

Mar 30, 2020 to Jun 19, 2020 - MTSS Team

On-Track Oct 05, 2020

ILT/MTSS Team will participate in leadership training geared towards supporting classroom instructional and social emotional learning practices that lead to higher student outcomes and equitable learning experiences

Jul 01, 2020 to Jun 10, 2022 - ILT/MTSS

Postponed Aug 23, 2020

Principal and representitive of MTSS team will meet with community-based organizations and partnerships that will contribute to the social and emotional development of students, develop a schedule for providing SEL-related services to students/families, and/or provide SEL-related professional development for staff

Jun 01, 2020 to Aug 14, 2020 - Principal MTSS External Partners

On-Track Aug 23, 2020

MTSS Team will create a strategic plan for MTSS is developed and included/aligned with the CIWP, ensuring that it includes culture and climate, attendance, behavior, and teacher/staff professional development.

Jul 01, 2020 to Aug 21, 2020 - MTSS Team

On-Track Aug 23, 2020

School-wide master schedule will ensure that students at all grade levels receive SEL instruction every week

Jul 01, 2020 to Sep 04, 2020 - Principal/ILT

All staff receive ongoing professional development related to SEL: *All staff members, including auxiliary staff, participate in some form of SEL-related professional development at least one time each school year. *All teachers participate in at least 3 SEL-related professional learning opportunities each school year. This may include workshops or teacher team meetings.

Oct 05, 2020 to Jun 30, 2022 - Staff

Completed Aug 28, 2020

MTSS/BHT team will be designated to address school climate development and school-wide SEL. The team will include a variety of stakeholders having diverse perspectives that meet monthly to make decisions that promote Social Emotional Learning and supportive, restorative, and trauma-sensitive environments.

Aug 24, 2020 to May 31, 2022 - MTSS/BHT

MTSS/BHT team develop a system and schedule for routinely collecting data on students' social and emotional skills, mindsets, and/or perceptions of school and uses these data for continuous improvement. This system will be sure to collect universal data on student SEL skills, attitudes/mindsets, and/or perceptions of school climate (i.e. either all students provide data and/or teachers collect data to ensure all student voices and perspectives are heard). The

team will use this data to make decisions that impact their school, students, and families; in collaboration with students and families wherever possible.

Sep 14, 2020 to Jun 03, 2022 - MTSS/Student Council

Postponed Aug 23, 2020

MTSS team will develop, laminate, and post 3-5 school-wide expectations around the school's common areas and where appropriate

Jul 01, 2020 to Aug 28, 2020 - MTSS Team

On-Track Dec 17, 2020

3 Part SECA (paraprofessional) training series In this series, SECAs gain a more in-depth training on their role and responsibilities (101) instructional strategies (102) and behavior support strategies (103) used in a special education classroom. Participants will have an opportunity to collaborate and problem-solve around issues or concerns pertaining to student supports and services Time commitment: 3 half days (offered throughout the school year, prioritized on PD days and report card pick up)

Nov 11, 2020 to Jun 04, 2021 - SECAs

Strategy 3

On-Track Sep 14, 2020

Pre-K through 8th grade classroom teachers will plan differentiated instruction (which includes reteaching, small homogeneous / heterogeneous group work, and multiple opportunities for success) and the gradual release model using the minutes of instruction prescribed by the district throughout the school year.

Aug 04, 2020 to Jun 17, 2022 - All teachers

On-Track Dec 14, 2020

ILT will do at lease 2 peer observation cycles with teachers and give personalized peer-to-peer feedback.

Sep 28, 2020 to Jun 03, 2022 - ILT, Principal

On-Track Nov 09, 2020

All grade level departments will meet quarterly to insure lesson plans are using instructional materials and resources aligned to common core state standards and a progress monitoring tool is used to monitor student achievement in core subjects (reading, math, and/or science).

Aug 24, 2020 to Jun 03, 2022 - All teachers

On-Track Dec 07, 2020

Funding will be used to support ILT and teacher collaborative team meetings and professional development sessions. These funds will also be used to provide substitute teachers when needed.

Sep 21, 2020 to Jun 03, 2022 - Principal

Postponed Dec 16, 2020

Funding will be used to charter buses for educational field trips based on classroom instruction, sporting events, fine arts programs, college/ career exposure, and school-wide incentives.

Sep 28, 2020 to Jun 10, 2022 - Principal

On-Track Aug 23, 2020

ILT will create a data cycle calendar that includes time for assessment creation and adaptation, implementation, analysis, planning meetings, and reteaching.

Aug 31, 2020 to Sep 11, 2020 - ILT

Grade level departments will continue to meet to analyze data, curriculum, and instructional practices. They will make decisions that are aligned to current resources used and how it impacted the student achievement results. They will discuss if Tier 3 students should be referred to the MTSS Team.

Oct 19, 2020 to May 27, 2022 - Teachers Principal

Completed Aug 23, 2020

To support digital learning and support, communication to parents/guardians, and support student learning, a website provider will be contracted to assist in the management of the website. This website will host our educational platforms, access to EdTech programs, and communication for parents to support their students.

Jul 01, 2020 to Aug 07, 2020 - Principal

On-Track Aug 23, 2020

ILT will create 5 week interim assessments (Math-MARS Tasks/ELA Assessments) that are aligned to the network pacing guide

Jul 01, 2020 to Aug 14, 2020 - ILT

On-Track Oct 05, 2020

Grade Cluster Teams/ILT will analyze the quality of assessments and its alignment to learning tasks and develop next steps to support the improvement of assessment outcomes

Sep 21, 2020 to May 27, 2022 - ILT Grade Cluster Teams

On-Track Nov 13, 2020

Math teachers will participate in Network/District professional development sessions and at least one member of each grade cluster willl participate in a network or district Math PLC.

- Math Teachers Network ISL District Math Supports

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Madison will work in collaboration with a variety of stakeholders to complete a needs assessment based on the achievement of students relative to state content and achievement standards. The steps in designing this comprehensive needs assessment will include the following:
Step 1
Establishing a Schoolwide Planning Team
o Teachers
o Paraprofessionals
o School Staff
o Parents
o Community Members

Step 2
Establish a Vision for Reform

Step 3
Creating the School Profile that will analyze student achievement needs, curriculum/instruction, professional development, family and community involvement, and school context and organization

Step 4
Identifying Data Sources

| Step 5 |
| Analyzing Data |

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

The ILT, MTSS, and teacher teams will work in tandem with school administration to design and develop reform through targeted and strategic approaches as aligned in our theory of action and action steps.

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.

As inferred in our Theory of Action, our primary drivers for stregthening our core academic program focus on Systems and Structures, School Culture, Resources, and Stakeholder Engagement. Secondary drivers are as follow:
1. Systems and Structures
*Clear Communication
*Scheduled Meetings
*Monitoring
*Planning

2. School Culture
*Trust
*Team Cohesion
*Accountability
*Clear Communication

3.Resources
*Budget
*Time
*Calendar

4. Stakeholder Engagement
*Consistancy in meetings
*Empowerment
*Professional Development
*Distributive Leadership

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

The schoolwide reform strategy that address the needs of all students in the school is centered upon our approaches through multi-tiered systems of support. To monitor and measure the effectiveness of our reform, the school leadership teams will meet regularly, use the district's Office of Social Emotional Learning's Supportive Schools indicators and a School Climate Action Plan as a tool for measurement.

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

Our strategy for attracting high-quality, highly-qualified teachers will begin throught the support of our network and district talent office. We will also post school highlights through social media, and use stakeholder word of mouth. We will also communicate vacancies at colleges and universities.

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.

Professional development needs are based student achievement and teacher learning needs. Professional development support will be made by way of school based adult learning supports, network, and district support. We will also leverage support from district/university collaboration (e.g. DePaul, UIC).

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

A strategy to increase parent involvement is by increasing communication modes (school website, social media, etc.), community-based partnerships that contribute to the social and emotional development of students, provide SEL-related services to students/families, and/or provide SEL-related professional development for staff.

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.

With support from our Office of Early Childhood Education, we have established a pre-kindergarten program that embeds a comprehensive learning curriculum for 4 year olds, and offers a early learning curriculum that supports 3 year olds from targeted priority groups as defined by the district such as students in temporary living situations and students who may have disabilities and who may be entitled to special education services located through Illinois Child Find .

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.

Measures to include teachers in decisions regarding the use of academic assessement include teacher teams such as our Instructional Leadership Team, MTSS, Behavioral Health, and grade cluster teams that include K-2, 3-5, 6-8, ancillary staff, and counselor.

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.

Embedded within our master schedule is multi-tiered and enrichment structured times throughout the day. We will also provide after school options for students in Tier 2 and 3. What's more, we plan to collaborate with an external partner to support students who are in our Tier 2/3 and our students above grade level needing enrichment.

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.

Through support of our district offices that address NCLB, Violence prevention, Health and Wellness, Students in Temporary Living Situations (STLS) program, and Office of Early Childhood Education, in addition to other district and community partnerships, we will work to coordinate federal, state, and local services.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The school will conduct monthly Parent Advisory Council meetings to review and revise school improvement policies. Additionally, surveys and questionnaires will be sent home quarterly to solicit input about academic and recreational programs as well as safety and security.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will conduct monthly Parent Advisory Council meetings to review and revise school improvement policies. Additionally, surveys and questionnaires will be sent home quarterly to solicit input about academic and recreational programs as well as safety and security.

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.

Madison School has a parent room that is accessible to parents throughout the school day and whenever the building is open. Parent requests will be filtered through the PAC and LSC president and meetings will be scheduled accordingly with the approval of the principal. Additionally, Information will be distributed through Madison ES monthly monthly newsletter. PAC meetings will be ongoing on a monthly basis. Madison will schedule an open house to provide parents with an overview of school expectations academically and socially. Upon parent request, individual teacher and parent conferences can be scheduled to discuss individual student progress.

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.

Parents will receive a copy of student's State performance assessment in reading, language arts and math. Report will detail how student measure with state, district and school averages. Parents will have access to the CPS Parent Portal; receive 5-week progress reports, quarterly report cards, and remediation plans; and receive assessment reports for NWEA, mClass TRC and Math.

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.

At Madison ES if a teacher isn't considered highly qualified as defined NCLB. Parent will be notified for at least 4 consecutive weeks by 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.

NWEA Maps Assessments will contain information for student progress and annual growth. The projected available date for distribution to parents will be on or before Sept. 25, 2020.

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.

Madison School has a parent room that is accessible to parents throughout the school day and whenever the building is open. Parents have access to a computer and a printer. The PAC provides resources on available training throughout the city of Chicago. The PAC and principal will also provide training from outside vendors on social emotional learning and literacy topics.

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 professional development on how to properly and successfully communicate with parents via various modes--monthly newsletters, frequent phone calls, emails, parent portals such as Class Dojo.

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.

Madison ES will, when feasible, provide parents with alternative school option for head start programs. Information is made available at the time of intake/enrollment.

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.

Through Madison ES monthly newsletters parents will received information related to monthly activities, events and parental/family programs.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

Madison School students will receive a high quality education infused in the arts and guided by the Common Core State Standards.
Administrative support for highly qualified teachers to provide intensive challenging instructional practices in a safe and supportive learning environment.

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.

Upon request of parent and/or teacher conferences are schedule before and after school. Mandatory report card pickup day at the end of quarter 1st and 3rd quarter. Report card pickup day will be schedule for private conferences with 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.

Parents will receive a copy of student's State performance assessment in reading, language arts and math. Report will detail how student measure with state, district and school averages. Parents will have access to the CPS Parent Portal; receive 5-week progress reports, quarterly report cards, and remediation plans; and receive assessment reports for NWEA, mClass TRC and Math every quarter.

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

Upon request teacher parent conferences are available before and /or after school. Teacher and parents can also correspond through electronically.

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.

School Administration strongly encourage parents to volunteer and become activity participants in the school community. Parents who have met screening requirements will be allowed to volunteer throughout the school year. Parents are always expected to assist with attend field trips, assembly programs, family literacy nights, back to school picnic and other school-wide special events.

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

Parents will receive training and suggestions from teachers and the PAC on how to be more active in their child's academic endeavors. They will sign parent contracts that pledge their support to attendance, homework, and behavior initiatives. Through positive parent teacher interaction, parents and teachers will take a proactive role in monitoring academic and social progress.

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

Parents will participate in monthly LSC and PAC meetings at Madison ES. They will be invited to Open House at the beginning of each school year, parent teacher conferences throughout the year, and through volunteerism.

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

Students will be practice and demonstrate the social skills acquired to allow them to focus on instruction, engage in positive peer interactions, and complete learning tasks. They will be held accountable for

excellent attendance and understand its importance in the learning process. Parents will monitor students achievement through parent portal, school-wide activities.

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.

The goal of the parents with the needed resources/training to support their students at home academically and behaviorally. Each month, the PAC will conduct parent training to accomplish this goal. In September, the parents will receive Title 1 training.. Throughout the year the training will be focused on Social Skills, Reading, Math, Science, and Technology topics.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$1053.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$375.00
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.	$100.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00