

# James E McDade Elementary Classical School 2020-2022 plan summary

## Team

| Name               | Role                    | Email                   | Access     |
|--------------------|-------------------------|-------------------------|------------|
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## Team Meetings

| Date       | Participants   | Topic                                    |
|------------|--|--|
| 02/20/2020 | Akesha McLean and Stacy Gray   | deadlines and selection of team members. |
| 05/04/2020 | Dayna Fetzer, Jennifer Thomas, Kayla Cherry, Akesha McLean, Satcy Gray, Kimberly Tate, Kelly Tyson, Jillian Howard | strategies and action plan               |

| Date       | Participants                 | Topic                       |
|------------|------------------------------|-----------------------------|
| 05/06/2020 | All Staff                    | priorities and strategies   |
| 02/05/2020 | Stacy Gray and Akesha McLean | Rating priority areas       |
| 05/14/2020 | Parents                      | strategies and action plans |

## 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
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Principal has developed many skills to effectively manage change. She has implemented weekly check-ins with teachers individually and as a group. The purpose of the check-ins are to foster positive relationships that allow teachers to grapple with challenges, analyze data, and share knowledge. She sends weekly clear communication to all stakeholders so that all expectations are transparent. She allows for teachers to learn from each other, by allowing teacher leaders to introduce new strategies. Teachers are then given the time to refine skills, and receive coaching and support. Ms. Gray has also put together an ILT which is comprised of teachers in a variety of positions to prioritize what matters most.
- 2 - Structure for Continuous Improvement

- 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 1 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 2 Design professional learning (PL) to achieve school-wide improvement goals
- 3 Design and implement school day schedules that are responsive to student needs
- 3 Align the budget to the CIWP priorities and the mission of the school
- 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Principal gives frequent feedback using the CPS Framework for Teaching to ground guidance and coaching. A school schedule has been developed that is responsive to student needs. Ms. Gray has invested funds in resources that teachers need to further push student learning, such as computer based programs, that align to our school missions. She has dramatically improved the physical surroundings of the school, to include visually appealing content to the walls focused on SEL goals of the school, furniture, and plants. All of these things have made for a comfortable and safe "family" environment.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** The teachers use a variety of resources to teach mastery of the Common Core Standards. The Wonders curriculum for ELA connects to real world experience, has a variety of diverse authors, and ensure equitable access for teachers and students to varied and flexible high quality, standards-aligned instructional materials and resources that culturally relevant. Teachers also use novels as well as Engage New York,
- 3 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback

- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Teachers must submit engaging weekly or month plans along with small group plans, in which all learners are included. This is a work in progress. Teachers utilized Blooms technology as well as Hess Matrix to ensure that tasks are cognitively challenging.
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 1 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
  - 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Teachers must submit weekly grades into grade book to demonstrate weekly learning targets have been met. A grading system has been established by the grade-level teams. Multiple Assessment data is analyzed to determine instructional effectiveness.
- 1 - MTSS
  - 1 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 1 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)
  - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 1 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)

- 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 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)
- 1 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)
- 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** An MTSS Team has been identified, and school-wide data has been used to determine which students need Tier 2 and Tier 3 interventions. A process for MTSS referrals needs to be established.
- 3 - Transitions, College & Career Access, & Persistence
  - 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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
  - **Evidence:** Students and Staff participate in school productions which showcase students talents and skills. Students participate in activities that expose students to academic and professional worlds beyond k-12. Career Day was a huge success and will be continued. Students have been exposed to given the opportunity to access college prep materials. Students analyze their own assessment data this includes, test scores, attendance, and grades and how to incorporate this information into future planning.

## Quality and Character of School Life

- 2 - Relational Trust
  - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Girls and Boys mentoring groups were added to the school this year to foster supportive student to student interactions and to encourage a sense of belonging. Mosaic, an outside agency was brought in this year to foster adult relational trust between teachers and teacher-principal.
- 2 - Student Voice, Engagement, and Civic Life
  - 2 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)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture

- **Evidence:** Students held student council elections this year in which students were able to engage in civic life and exercise student voice. Once a week, students have the opportunity to explore their identities and beliefs in the mentoring programs and while engaging in weekly lessons taught by the school counselor.
- 2 - Physical and Emotional Safety
  - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 1 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** There is a procedure in place to report and respond to concerns about safety and well being. Typically these kinds of concerns are reported to the school counselor. Transitions are monitored by teachers and administration. Classrooms should only be in common areas with an adult. If students are traveling alone they must announce it over the walkie- talkie, so that security is aware and monitoring the hallways. Students are greeted each morning by administration and staff.
- 2 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 1 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** The school has had trainings on restorative practices from the network social- emotional staff to help us move towards more supportive and equitable approaches to discipline.
- 2 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 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).
  - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 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)
  - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:** Parent communication is sent out daily by some teachers, and weekly from the principal. Communication includes academic initiatives and engaging

school events. Parents have been encouraged to join the PTA, and participate in school wide functions. Parents have access to student grades via the online gradebook, and access to teachers via email, parent square, and google classroom. parents have been invited in for LSC meetings that allow for them to ask questions and raise concerns. Parents are also welcome to reach out to the principal to address any questions or concerns that can't be addressed by the teacher.

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## School Excellence Framework Priorities

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

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## Goals

### Areas of critical need and root cause analysis

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

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

|                         |   |
|-------------------------|---|
| Area of Critical Need 1 | Math growth among all students.   |
| Root Cause 1            | Lack of differentiated instruction.   |
| Area of Critical Need 1 | Behavior supports that decrease undesirable behaviors which are disruptive to the learning environment. |
| Root Cause 2            | Lack of common behavior expectations, and systems.  |
| Area of Critical Need 3 | Relational Trust among staff.   |
| Root Cause 3            | Lack of consistent leadership   |

## 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 (Math)  | Overall                              |                                    | 50.00          | 60.00          |
| We chose this metric because students require instruction at their instructional level and social emotional supports in order to focus and reach their math goal.                            |                                      |                                    |                |                |
| Vision: NWEA Growth G3-8 (Reading)   | Overall                              |                                    | 75.00          | 90.00          |
| We chose this metric because students require instruction at their level & social emotional supports in order to focus and grow academically.  |                                      |                                    |                |                |
| SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)   | Overall                              |                                    | 70.00          | 90.00          |
| We chose this metric because if teachers are working together under consistent leadership and there are systems and structures in place to progress monitor instructional level supports, it |                                      |                                    |                |                |

| Metrics (select 3-5)  | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|---|--------------------------------------|------------------------------------|----------------|----------------|
| should have positive effects on instruction, leading to overall growth. |                                      |                                    |                |                |
| (Blank)   |                                      |                                    |                |                |
| (Blank)   |                                      |                                    |                |                |

**Required metrics (Elementary) (0% complete)**

|   | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|------------------|------------------|----------------|----------------|----------------|
| <b>My Voice, My School 5 Essentials Survey</b><br>(Blank) |                  |                  |                |                |                |

**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...        | If we create an effective system for providing targeted and tiered, behavior and academic supports for students  |
| Then we see...     | Then we see teachers providing comprehensive and differentiated supports to all students that address their individual needs   |
| which leads to...  | Which leads to all students excelling in their academic AND social/emotional growth and development resulting in the Student Growth Goal Metric on SQRP moving from Average to Above Average and an overall growth in Math will go from 24th percentile to the 50th percentile by EOY21 and overall growth in Reading will go from the 66th percentile to the 75th percentile by EOY 21 as measured by NWEA. |
| Budget Description | -Assistant Principal to create and monitor a fully functional MTSS Structure (Academic/Behavioral) -School-wide Intervention Programs -Math Interventionis - mentoring programs -Professional development for staff about differentiation -  |

|              |   |
|--------------|---|
|              | Professional development for staff about restorative approaches to discipline, peace circles, and restorative conversations -SEL program and Professional development   |
| Tags         | MTSS, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions   |
| Action steps | <ul style="list-style-type: none"> <li>(Not started) Identify members of the MTSS Team consisting of a teacher from each grade level band, a diverse learner teacher, and school counselor.<br/>Tags:MTSS: Shared Leadership, OSEL: Supportive School Environment</li> <li>(Not started) Create a school system of supports and MTSS Coordinator will train staff members on academic/behavioral (Tier 2 and Tier 3) supports available.<br/>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions</li> <li>(Not started) Once a month, teacher grade level teams will include agenda item for "MTSS" using the Problem of Practice Protocol. Teachers will come prepared to discuss student data.<br/>Tags:MTSS</li> <li>(Not started) Develop/ purchase interventions that address students? deficits in reading, math, and SEL. MTSS Coordinator and Administrator will determine resources that need to be purchased.<br/>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</li> <li>(Not started) MTSS Coordinator will train Teachers on interventions and logging interventions in Aspen<br/>Tags:MTSS: Fidelity of Implementation</li> </ul> |

**Strategy 2**

|                   |  |
|-------------------|--|
| If we do...       | If we provide SEL professional development on the implementation of effective strategies to create a school culture and climate in which all adults teach, model, and reinforce positive social and emotional learning skills                                |
| Then we see...    | Then we will see teachers and admin using more proactive, instructive, supportive and restorative approaches to reinforce positive behaviors and respond to misbehaviors/areas of growth in a way that maintains respect and rapport to allow for reflection |
| which leads to... | Which leads to an environment where all stakeholders feel valued and respected, resulting in moving from Weak to Strong in the area of Supportive Environment as measured by My School, My Voice Survey by SY21.   |

|                    |   |
|--------------------|---|
| Budget Description | -School-Wide SEL Program for students taught by teachers -SEL Professional Development for Adults (Mosaic Experience) -Allotted time in schedule to teach SEL -Character Education Libraries  |
| Tags               | OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment   |
| Action steps       | <ul style="list-style-type: none"> <li> <p>• (Not started) Administrator will attain services from Mosaic Experience for ADULT SEL. Mosaic will meet with teachers in group and 1-on-1 sessions to address climate, culture, and relational trust within the school building.</p> <p>Tags:Relational Trust, Physical and Emotional Safety, OSEL: Supportive School Environment</p> </li> <li> <p>• (Not started) Through research and staff input, we will Identify a School-wide SEL Program that will be taught by teachers.</p> <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> </li> <li> <p>• (Not started) Counselor and MTSS Coordinator will train teachers on the new SEL Program during professional development days. Once implementation occurs there will be fidelity checks quarterly to ensure the program is being used through out the building. During Teacher team meetings and MTSS meetings, individual classroom data will be analyzed to determine how well the program is working.</p> <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> </li> <li> <p>• (Not started) Train staff on restorative practices. Give staff opportunities to practice restorative practices when situations arise, Track student discipline and consequences to ensure staff have implemented restorative practices first.</p> <p>Tags:Relational Trust, Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline, OSEL: Supportive Classroom Environment</p> </li> <li> <p>• (Not started) Mentoring Program for Upper-Grade Students will allow for students to exemplify the positive character traits that we want all students to exhibit. Peer- to peer relationships have been shown to have greater impact on changing behaviors.</p> <p>Tags:OSEL: Supportive School Environment</p> </li> <li> <p>• (Not started) Bullying Prevention Program for students will build greater compassion in students and improve peer relationships. Bullying program will be lead by chosen student leaders.</p> <p>Tags:OSEL: Supportive School Environment</p> </li> </ul> |

**Strategy 3**

|                    |   |
|--------------------|---|
| If we do...        | If we create organizational structures that foster meaningful and collaborative opportunities for parents and community   |
| Then we see...     | Then we will see teachers developing partnerships with parent/community members to support student success and school-wide structures, ensuring all stakeholders see each other as partners in decision-making for students and the school  |
| which leads to...  | Which leads to an increase in parental/community engagement, resulting in moving from Weak to Strong in Parent/Teacher Partnership as measured by the Parent Survey Results and SQR, by EOY SY21  |
| Budget Description | Assistant Principal will act as liaison between parents and staff. Staff and Parents will work together to build relationships through school based activities. Based on the school calendar events will be planned in collaboration with each other.   |
| Tags               | Relational Trust, Family & Community Engagement, FACE2: Community Partnerships  |
| Action steps       | <ul style="list-style-type: none"> <li>• (Not started) Identify home-room parents for each grade level to build relationships with parents and allow parents to have a sense of involvement in the school community.<br/>Tags:FACE2: Parent Engagement</li> <li>• (Not started) Create a quarterly survey for parents to complete that solicits feedback regarding things like events, fundraising opportunities, communication, curriculum, and enrichment activities.<br/>Tags:Relational Trust, FACE2: Parent Engagement</li> <li>• (Not started) Create a calendar of events for all stakeholders to form partnerships and collaborate inside and outside of school<br/>Tags:FACE2: Community Partnerships, FACE2: Parent Engagement</li> <li>• (Not started) During school wide events and PTA meetings, team building activities for Parents and Teachers will be incorporated quarterly that builds relational trust.<br/>Tags:Relational Trust, FACE2: Parent Engagement</li> <li>• (Not started) Allow opportunities beyond the district Parent/Teacher conference for parents to meet with teachers. Teachers will be given time to hold office hours for parents to speak to/ meet with teachers.<br/>Tags:Relational Trust, FACE2: Parent Engagement</li> </ul> |

# Action Plan

## Strategy 1

Identify members of the MTSS Team consisting of a teacher from each grade level band, a diverse learner teacher, and school counselor.

Sep 08, 2020 to Oct 06, 2020 - Administration/Counselor

Create a school system of supports and MTSS Coordinator will train staff members on academic/behavioral (Tier 2 and Tier 3) supports available.

Oct 06, 2020 to Jun 06, 2022 - Administration/MTSS Team

Once a month, teacher grade level teams will include agenda item for "MTSS" using the Problem of Practice Protocol. Teachers will come prepared to discuss student data.

Nov 02, 2020 to Jun 06, 2022 - Admin/Counselor/Teachers

Develop/ purchase interventions that address students' deficits in reading, math, and SEL. MTSS Coordinator and Administrator will determine resources that need to be purchased.

Sep 01, 2020 to Oct 01, 2020 - Admin

MTSS Coordinator will train Teachers on interventions and logging interventions in Aspen

Sep 01, 2020 to Oct 01, 2020 - MTSS coordinator

## **Strategy 2**

Administrator will attain services from Mosaic Experience for ADULT SEL. Mosaic will meet with teachers in group and 1-on-1 sessions to address climate, culture, and relational trust within the school building.

Sep 01, 2020 to Jun 06, 2022 - Admin

Through research and staff input, we will identify a School-wide SEL Program that will be taught by teachers.

Jul 01, 2020 to Aug 21, 2020 - Admin/ILT

Counselor and MTSS Coordinator will train teachers on the new SEL Program during professional development days. Once implementation occurs there will be fidelity checks quarterly to ensure the program is being used throughout the building. During Teacher team meetings and MTSS meetings, individual classroom data will be analyzed to determine how well the program is working.

Sep 01, 2020 to Jun 06, 2022 - Counselor/MTSS Team

Train staff on restorative practices. Give staff opportunities to practice restorative practices when situations arise, Track student discipline and consequences to ensure staff have implemented restorative practices first.

Sep 01, 2020 to Jun 06, 2021 - Admin/Counselor/MTSS Team

Mentoring Program for Upper-Grade Students will allow for students to exemplify the positive character traits that we want all students to exhibit. Peer- to peer relationships have been shown to have greater impact on changing behaviors.

Oct 01, 2020 to Mar 30, 2021 - Counselor

Bullying Prevention Program for students will build greater compassion in students and improve peer relationships. Bullying program will be lead by chosen student leaders.

Oct 01, 2020 to May 28, 2021 - Counselor

### **Strategy 3**

Identify home-room parents for each grade level to build relationships with parents and allow parents to have a sense of involvement in the school community.

Sep 01, 2020 to Jun 06, 2022 - Teachers

Create a quarterly survey for parents to complete that solicits feedback regarding things like events, fundraising opportunities, communication, curriculum, and enrichment activities.

Nov 11, 2020 to Jun 06, 2022 - Admin/ILT

Create a calendar of events for all stakeholders to form partnerships and collaborate inside and outside of school

Sep 08, 2020 to Jun 06, 2022 - Admin/ILT/PTA

During school wide events and PTA meetings, team building activities for Parents and Teachers will be incorporated quarterly that builds relational trust.

Oct 05, 2020 to Nov 27, 2020 - Admin/Teachers/Parents

Allow opportunities beyond the district Parent/Teacher conference for parents to meet with teachers. Teachers will be given time to hold office hours for parents to speak to/ meet with teachers.

Sep 07, 2020 to Jun 10, 2022 - Teachers/Parents

## **Fund Compliance**

### **ESSA Program**

[ ]

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.

[X]

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.**

(Blank)

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

(Blank)

**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.**

(Blank)

**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).**

(Blank)

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

(Blank)

**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.**

(Blank)

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

(Blank)

**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.**

(Blank)

**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.**

(Blank)

**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.**

(Blank)

**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.**

(Blank)

## **ESSA Targeted Assistance Program**

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## **Parent Involvement and Schoolwide Programs**

I verify that the statement below is correct

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

## **Parent and Family Plan**

### **Parent and Family Engagement Policy (Complete)**

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

School does not receive Title I funds

**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**

School does not receive Title 1 funds

**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.**

School does not receive Title I funds

**Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.**

School does not receive Title I funds

**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.**

School does not receive Title I funds

**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.**

School does not receive Title I funds

**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.**

School does not receive Title I funds

**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.**

School does not receive Title I funds

**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.**

School does not receive Title I funds

**Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.**

School does not receive Title I funds

### **Policy Implementation Activities**

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

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

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

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

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

N/A

### **School-Parent Compact (Complete)**

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

Mission: To enrich and stimulate the minds of students, the potential leaders of the 21st century. To foster excellence in scholarship and character. To promote within students: abilities, talents, creativity and self esteem.

Vision: To prepare and develop a community of learners who are: active, responsible, self motivating and self evaluating. To develop life long learners who think critically and problem solve. To enhance students' development to communicate effectively and to respect themselves and others.

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

Parent-teacher conferences are offered formally at the end of the first and third quarter marking periods. The dates are scheduled per the Chicago Board of Education school calendar. Additionally, parents are allowed to request a conference based upon a mutually agreed time with between teacher and parent. This can occur before/after school or during a teacher's prep at teacher's discretion.

**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 are updated of student progress continually via the Online Gradebook(Parent Portal), in which grades are reported as soon as they are entered in the system. Additionally, parents receive a written progress report during the fifth week of each quarter.

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

Parents are allowed to request a conference based upon a mutually agreed time with between teacher and parent. Parents have access to staff through email and parentsquare.

**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.**

At the beginning of the school year, each classroom sets the expectation for the opportunities in which parents can volunteer, participate, and observe classroom activities.

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

The parents are viewed as partners in the classroom. They will be continually updated and informed about school-wide, classroom, and individual student performance and ways to assist with attendance/ homework.

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

Every quarter, the classroom teacher will have a face-to-face meeting with parents to discuss classroom happenings and school academic information. Also, each teacher communicates weekly through parentsquare in which they give daily homework as well as upcoming projects/events.

**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 have goals for attendance, grades, and behavior. This information be communicated from the teacher and will also be available to the parent. The school will continue to teach, model, and reinforce school-wide expectations/goals for attendance, grades, and behavior.

## **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.**

School does not receive Title 1 Funds

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

**Account(s)**

**Description**

**Allocation**

|                         |  |        |
|-------------------------|--|--------|
| <b>51130,<br/>52130</b> | <b>Teacher Presenter/ESP Extended Day</b><br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.   | \$0.00 |
| <b>53405</b>            | <b>Supplies</b><br>In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.  | \$0.00 |
| <b>53205</b>            | <b>Refreshments</b><br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.  | \$0.00 |
| <b>54125</b>            | <b>Consultants</b><br>For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)  | \$0.00 |
| <b>54505</b>            | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only.   | \$0.00 |
| <b>54205</b>            | <b>Travel</b><br>Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.  | \$0.00 |
| <b>54565</b>            | <b>Reimbursements</b><br>Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$0.00 |
| <b>53510</b>            | <b>Postage</b><br>Must be used for parent and family engagement programs only.   | \$0.00 |

|              |   |        |
|--------------|---|--------|
| <b>53306</b> | <b>Software</b><br>Must be educational and for parent use only.   | \$0.00 |
| <b>55005</b> | <b>Furniture and Equipment</b><br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents. | \$0.00 |