

Ninos Heroes Elementary Academic Center 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020		SEF/CIWP

Framework

Category scoring

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

Subcategory scoring

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

- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 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
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** ISBE Report Card SQRP NWEA 5 Essentials IAR
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 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
 - 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** LSC Notes Grade Level Team Notes School-wide Schedule

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
 - 2 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
 - 2 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:** School-wide Curriculum Teacher Lesson Plans Classroom Libraries School Budget

- 2 - Instruction
 - 3 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
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Network Pacing Map Lesson Plans Classroom Observations
- 3 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 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:** Classroom assessments School Data meetings
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
 - 2 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)

- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS Tracker
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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:** SQRP 5 Essentials

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:** SQRP 5 Essentials
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** 5 Essentials
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Climate and Culture Notes SEL Team
- 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)
 - 2 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:** 5 Essentials
- 3 - Family & Community Engagement
 - 2 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).
 - 3 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)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 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)
 - **Evidence:** 5 Essentials

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
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

Score	Framework dimension and category	Area of focus
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: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	2
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math achievement grades 2-8
Root Cause 1	Lack of teachers (FMLA, Early Retirement, OWCP, transfer to another school, shortage of DL teachers, lack of differentiated instruction, underutilization of resources, alignment of resources to pacing map, collaboration/lateral planning, planning time, teacher practice/teacher knowledge of a concept
Area of Critical Need 1	Depth and Breadth of Student Learning and Quality Teaching
Root Cause 2	Time for professional development, lack of adherence to professional development

	plans, extrinsic motivators, inconsistent instructional leadership
Area of Critical Need 3	Quality and Character of School Life/ Climate & Culture
Root Cause 3	lack of staff support for school-wide climate and culture initiatives, lack of ownership, no representation for student body, staff follow-through on schoolwide procedures,

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math)	Overall		20.00	30.00
We chose this matrix because historically these students have performed lower than the 5%ile for attainment in math for the last 8 years				
Vision: NWEA Growth G3-8 (Reading)	African American		47.00	50.00
We chose this matrix because this subgroup of students is our largest and they are being out performed by other sub groups within our building	African American Male		47.00	50.00
Vision: NWEA Growth G3-8 (Math)	African American Male		53.00	55.00
We chose this matrix because this subgroup of students is being out performed by other sub groups within our building. This subgroup is being out performed by the African American Female subgroup and brings down the African American % combined.				
SQRP: National School Attainment Percentile - Math (Grades 3-8)	Overall		20.00	25.00
We chose this matrix as the entire school is showing little to no growth in the area of attainment as compared to other students in the district				
	Overall		25.00	30.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Reading (Grades 3-8) (Blank)				
SQRP: National School Attainment Percentile - Reading (Grades 3-8) (Blank)	Overall		25.00	30.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) (Blank)	Overall		25.00	30.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) (Blank)	Overall		25.00	30.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) (Blank)	Overall		25.00	30.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey This years 5 essentials has us as organized we would like to reach well organized				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	targeted implementation of a multi tiered system (data systems & data cycles, protocols, and targeted interventions) and develop/create a system of tracking/monitoring student performance at the Tier1 core instructional level, then strategically plan targeted intensive supports for those Tier 2 and Tier 3 identified students
Then we see...	a Ninos culture of teachers utilizing and analyzing data through the MTSS process to identify and implement interventions for students at the Tier 2 and Tier 3 targeted small group instruction to increase more students at the Tier 1 level
which leads to...	90% of teachers utilizing MTSS school wide protocols and strategies with exactness. 70% of our 3rd-8th grade students will meet end of the year growth targets and 40% meeting attainment in reading and 30% meeting attainment in math as measured by NWEA
Budget Description	EXT. Day Bucket: Providing students with continuous learning opportunities beyond the school day for academic supports, targeted for Tier 2 and Tier 3 students Equipment: 1:1 technology for online programs, and targeted learning paths linked to student individual NWEA scores Professional Development: Continuing professional learning for teachers that will increase teacher performance and instructional practices, by Admin and MTSS Team 1hr bi-weekly MTSS/BHT meetings: To review and analyze student academic and behavioral data Utilizing 115 local funds
Tags	Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Instructional Practice: Student-Centered Activities: lead to a high level of engagement whereby students are more motivated and involved in the instructional activities; they are active participants and take more responsibility for their learning. Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Peer coaches will model, observe, and provide feedback, pertaining to differentiated instruction and the instructional shifts for the common core for all teachers in their group, weekly. Teachers will participate in departmental data analysis meetings with Principal Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Flexible Grouping: facilitates more explicit teaching; ensures that acceleration as well as remediation are achieved, enabling teachers to provide targeted lessons; can be homogeneous, heterogeneous, whole group, small group/individual

	<p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Learning Centers/Stations: promote optimal use of materials and resources in support of sound instruction, including, but not limited to technology, which is a valuable and critical element of best practice. <p>Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) BHT will meet monthly to discuss SEL interventions and data concerning Tier 2 and Tier 3 students <p>Tags:</p>
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Strategy 2

If we do...	a delivery of high-quality rigorous instruction using standards aligned instructional materials (Envision, Reading Street) research based teacher practices and personalized learning environments that will lead to learner choice, curriculum mapping that identify assessment connected to standards based learning targets.
Then we see...	teacher growth and effective student learning while also maintaining high expectations for follow-through and instructional effectiveness
which leads to...	70% of our student population with C or higher in core instructional areas (ELA/Math) by end of SY22
Budget Description	Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses
Tags	Structure for Continuous Improvement, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Tailored Learning/Differentiation, Science: Rigorous Tasks, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> (Not started) To assist each other in implementing an ongoing equity-based instructional planning cycle, through deepened understanding of effective data use and the implementation of essential instructional practices with a focus on the Gradual Release of Responsibility within a Multi-Tiered System of Support <p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, MTSS: Problem Solving Process, ODLSS: Early Childhood, ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) Plan and implement effective instruction: Describe exactly what students will learn, how well they will learn it, and what they will do to demonstrate that learning, curriculum mapping and following N12 pacing Map <p>Tags:Leadership for Continuous Improvement, Instruction</p>

	<ul style="list-style-type: none"> (Not started) ILT: To strengthen our leadership capacity to carry out this work through PD Tags: Personalized Learning: Learner Focused, Teacher Leader Development & Innovation: Teacher Teams (Not started) PLC: Develop a professional learning community among school leaders, to improve teacher capacity and student outcome Tags: Teacher Leader Development & Innovation: Distributed Leadership (Not started) Grade Level Teams: Use their knowledge of typical and not-so-typical student progress to scaffold increased student understanding, establish teacher look-fors to guide instructional decisions; and translate success criteria into student look-fors that promote the development of assessment-capable students. Tags: Leadership for Continuous Improvement
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Strategy 3

If we do...	develop an Instructional Leadership team with high skill and high will group of staff that collaborates purposefully with the Principal to: design standards-based tasks and supports for their peers; shift the cognitive load so that students think, read, and write critically; and measure and reflect on the impact of their actions on student learning, this team will promote and facilitate professional learning and designing coherent instruction
Then we see...	teachers and coaches form strong partnerships to become instructional leaders, all students will become more engaged, collaborative, and independent critical thinkers, teacher leaders will effectively run
which leads to...	improved student outcomes, improving access to targeted instruction for Tier 2 and Tier 3 students, extended career time for teachers looking for growth opportunities, expanded influence of effective teachers on their peers, formative and summative assessment results that reflect growth for career, college, and community readiness of 60% of our student population by June 2022
Budget Description	Teacher position ESP position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies
Tags	Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Resource Equity, ONS: Continuous Improvement, ONS: Principal Quality
Action steps	<ul style="list-style-type: none"> (Not started) Recognize what does and does not work to promote learning and achievement for all students and groups of students at the classroom level Tags: Teacher Leader Development & Innovation: Distributed Leadership

	<ul style="list-style-type: none"> • (Not started) Use up-to-the-minute student performance data to inform decision making and identify shifts for teacher instruction <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Provide targeted feedback to individual teachers, groups of teachers, and building faculty as a whole. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p>
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Action Plan

Strategy 1

Instructional Practice: Student-Centered Activities: lead to a high level of engagement whereby students are more motivated and involved in the instructional activities; they are active participants and take more responsibility for their learning.

Jul 06, 2020 to Jun 21, 2021 - Admin All Teachers ESP staff

Peer coaches will model, observe, and provide feedback, pertaining to differentiated instruction and the instructional shifts for the common core for all teachers in their group, weekly. Teachers will participate in departmental data analysis meetings with Principal

Jul 06, 2020 to Jun 21, 2021 - Admin All Teachers MTSS Team

Flexible Grouping: facilitates more explicit teaching; ensures that acceleration as well as remediation are achieved, enabling teachers to provide targeted lessons; can be homogeneous, heterogeneous, whole group, small group/individual

Jul 06, 2020 to Jun 21, 2021 - Admin All Teachers MTSS Team

Learning Centers/Stations: promote optimal use of materials and resources in support of sound instruction, including, but not limited to technology, which is a valuable and critical element of best practice.

Jul 06, 2020 to Jul 21, 2021 - Admin All Teachers MTSS Team

BHT will meet monthly to discuss SEL interventions and data concerning Tier 2 and Tier 3 students

Jul 06, 2020 to Jun 21, 2021 - Admin BHT MTSS Team

Strategy 2

To assist each other in implementing an ongoing equity-based instructional planning cycle, through deepened understanding of effective data use and the implementation of essential instructional practices with a focus on the Gradual Release of Responsibility within a Multi-Tiered System of Support

Jul 06, 2020 to Jun 20, 2022 - Admin All Teachers Curriculum Coach

Plan and implement effective instruction: Describe exactly what students will learn, how well they will learn it, and what they will do to demonstrate that learning, curriculum mapping and following N12 pacing Map

Jul 06, 2020 to Jun 20, 2022 - Admin All Teachers Curriculum Coach

ILT: To strengthen our leadership capacity to carry out this work through PD

Jul 06, 2020 to Jun 20, 2022 - Admin ILT

PLC: Develop a professional learning community among school leaders, to improve teacher capacity and student outcome

Jul 06, 2020 to Jun 20, 2022 - Admin ILT

Grade Level Teams: Use their knowledge of typical and not-so-typical student progress to scaffold increased student understanding, establish teacher look-fors to guide instructional decisions; and translate success criteria into student look-fors that promote the development of assessment-capable students.

Jul 06, 2020 to Jun 20, 2022 - ILT Admin

Strategy 3

Recognize what does and does not work to promote learning and achievement for all students and groups of students at the classroom level

Jul 06, 2020 to Jun 21, 2021 - Admin ILT Teachers

Use up-to-the-minute student performance data to inform decision making and identify shifts for teacher instruction

Jul 06, 2020 to Jun 21, 2021 - Admin ILT Teachers

Provide targeted feedback to individual teachers, groups of teachers, and building faculty as a whole.

Jul 06, 2020 to Jun 21, 2021 - Admin ILT Teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

5 Essentials
BOY, MOY & EOY NWEA Data Analysis
TRC/Dibels progress monitoring and data analysis

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

After reteaching or teacher conferencing students are allowed to retake quizzes or redo assignments
During small group instruction and progress monitoring student mastery is tracked
Small group pull out
ESL teacher small group
Middle School 60 mins intervention block
School-wide reteach/redo Friday

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.

Personalized learning
Daily small group implementation
LLI Kit Implementation
Blue Streak for math fluency
IXL for Reading and Math

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).

Behavior Health team
MTSS team
Climate & Culture Team
Personalized Learning Classroom and Instruction

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

Providing opportunities for growth
Updated technology and classrooms
Providing opportunities for professional growth
Contacting Local Colleges
In house teacher recruitment

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.

Grade level team meeting
Leap/Elevate PD
PLC
FUSE

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

Parent Nights
Coffee & Tea with the Principal
Parent Events
Assemblies
Open House
Coffee and Tea with the Principal
LSC meetings
PAC Meetings
Town-hall Meetings

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.

Clerk and Asst Principal will be trained to support Pre-K families and students
Pre-K open house

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.

School-wide assessment plan
5 week assessment planning

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.

MTSS Coordinator
Small Group pull out
LLI group pull out

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.

Head Start
Programs provided during PAC/BAC/LSC

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

During PAC/BAC and LSC meeting a school-wide plan for family engagement will be developed
The school will continue to survey parents to see what their needs are and what they would like to see offered at the school to increase their involvement and partnership with the school

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

This will be accomplished during the month of September during the following events:
Back to School Night

Open School Event
State of the School

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

The school currently has set monthly meeting times for PAC/BAC/LSC
The school will continue to have monthly principal meetings where suggestions and parent participation is welcomed

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.

Assessment data is sent home to parents and shared to parent open house meetings explaining the assessment and information that the data provides

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.

Information will be shared with families through handouts that are sent home

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.

Open house
Back to school night

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.

This will be made available monthly during PAC BAC and LSC meetings

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

Ongoing professional development addressing the home school connection

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.

Through collaboration/ partnership with the office of early childhood

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.

Monthly news letters

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

Our mission is to provide continuous, high quality academic and emotional learning experiences. We will provide data-driven and rigorous instruction through collaborative professional practices. We will maximize human and capital resources through strategic planning to guarantee equitable education for all students. We will foster school-home-community connections in our efforts to develop a positive school culture and climate where all students succeed.

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.

Report card pick up
Progress Report Conferences

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

Grade book Check-ins
Progress Reports

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

Teacher preps
Before and After School office hours

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.

After completion of the CPS volunteer packet parents are allowed to come into the school and support in the classrooms, lunch/recess, field trips

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

Attendance communication through monthly newsletters
Classdojo
Remind App

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

Town Hall Meetings
Parent Nights
Coffe and Tea with the Principal

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).

Attendance Incentives
On Track student check ins
Grade book check in on Friday's

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.

Workshops to assist parent with student academics, attendance, high school and parental strategies will occur once a month for the SY 20-20, with 50% or more of the parental population of Ninos:

Parent Engagement
 ESSA/Title 1 Workshop
 Virtual Parent Engagement Webinars
 Balancing Parent and Self Care
 Building Resilience in the Face of Trauma
 Virtual Sanity
 Parent Leadership, planning , prep and recruitment strategies

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$500.00
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.	\$200.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$100.00
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)	\$100.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$150.00
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.	\$150.00
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.	\$30.00

53306	Software Must be educational and for parent use only.	\$75.00
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.	\$100.00