

South Shore Fine Arts Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/19/2020	Miller, Evans, Scott, Royal, Hall, Regan, Brown, Ortlip	SEL, Framework
03/04/2020	Miller, Evans, Scott, Royal, Hall, Regan, Brown, Ortlip, Townsend	Goals, SEL, Framework, Strategies
03/20/2020	Lightfoot, Royal, Miller, Evans, Brown	Parent Component and LSC input
04/08/2020	Miller, Evans, Scott, Royal, Hall, Regan, Brown, Ortlip, Townsend	Action steps
04/14/2020	Miller, Evans, Scott, Royal, Hall, Regan, Brown, Ortlip, Townsend	Strategies, Action Steps, Funding.

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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Teachers have principal directed preps to plan and collaborate for student development Parents make appointments to see teachers and are not allowed to interrupt instruction Teachers have MCL's and EIT for additional safe practice that is non evaluative We use the distributive leadership model to give teachers leadership opportunities within the school
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 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
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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:** Regularly scheduled LSC meetings School is audited for cleanliness regularly and have passed Opportunity school allows us to hire prior to open season

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 1 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:** Pearson ELA, Math and Science books are used as a resource to support the curriculum. Independent books are culturally relevant in all classroom settings. SEL is explicitly taught in every classroom.
- 2 - 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
 - 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
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Working with ODLSS to create best practices for all students to feel included in the learning environment Students are included in the their IEP meetings to discuss their own progress 3b is a school wide focus not increase teacher ratings in REACH
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** School has a universal grading policy GLM and ILT meetings are geared towards grading practices and policies
- 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)
 - 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)
 - 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)
 - 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)

- 1 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:** NWEA and standardized testing data is used to classify Tier 2 and Tier 3 students Consistent practices are in place for absenteeism Multiple data streams are used to present data
- 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
 - 3 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 have career days Naviance is used with consistency Students have high school visits d

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:** Adults allow students to visit for lunch before school and after PD is held for relational trust between teacher-to-teacher and student-to-student Teachers participate in the distributed leadership model
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Civic leadership is taught 4-8th grade. K-3 uses Second step for discuss civic responsibility. All students participate in the 3rd district healthy plates program that uses cooking to bridge civic leadership. Students are surveyed for feedback on the current topics and for what they would like to see as topic in the future.
- 3 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:** Teachers use Second Step to teach SEL practices Student Handbooks Staff Handbooks Emergency Management Systems all updated
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** A dean and dean assistant operate proactive groups to keep suspensions down Teachers take PD via grade level meetings to discuss

restorative practices to institute in the classroom Families are involved in the reinstatement conference for students who have been suspended

- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 4 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 external partnerships that support the school Report card pick up days are also used to inform parents about NWEA or other high-stakes testing or information Partners operate an in school counseling service for students and families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	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
3	Quality and Character of School Life: Family & Community Engagement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Growth for students with IEP's in core subject
Root Cause 1	Lack of background knowledge on how to best served students needs in a general Education setting.
Area of Critical Need 1	Build teacher capacity around student engagement
Root Cause 2	Lack of PD, safe practice and feedback cycles for growth
Area of Critical Need 3	Accuracy in grading practices
Root Cause 3	Lack of accurate grading protocols and best practices for student mastery of skills.

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
SQRP: National School Growth Percentile - Reading (Grades 3-8) Current our students in this population are only producing at 1% on our SQRP	Students with IEPs		25.00	35.00
	African American		48.00	58.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Current our students in this population are only producing at 1% on our SQRP	Students with IEPs		49.00	59.00
	African American		40.00	50.00
Vision: Attendance Rate To continue to engage students in learning we need maximum participation. We also can improve student satisfaction with a greater number of students present.	African American		96.00	96.50
	Overall		96.00	96.50
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We would like for our Rating to stay at well organized					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Develop and implement a school-wide system and protocols for grading and interim assessments in which we use cycles of professional development to analyze results and develop action plans for reteaching
Then we see...	A change in teacher grading practices, unified grading protocols, and changed mindsets from teachers about grading and assessments and internal teaching
which leads to...	Reducing failing grades by 50% in 6th-8th grade by EOY SY 21 and 3rd-5th by 10% by EOY SY 21. Increased On-Track rate by 30% on our school report card for 3rd-8th grade by SY 21, Improved teacher rating by 25% on REACH 3d from basic to proficient.
Budget Description	Additional Planning time for teacher afterschool with pay-extended day pay Assessment software Additional Cycles of PD
Tags	Arts Education: Assessment in the Arts, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Bi-weekly meeting with the ILT to create unified protocol and systemic grading practices Tags: Arts Education: Assessment in the Arts, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems (Not started) Create a year long ILT schedule so that the team can commit to attend the meeting with fidelity. Tags: (Not started) Organize PD for GLM's that address learning cycles around best practices for grading and assessment that incorporate arts infusion as options for students Tags: (Not started) Create Teacher leads for grade bands to lead GLM learning cycles for best practices around infusing arts into grading rubrics and balanced assessments Tags: Arts Education: Authentic Arts Integration, Arts Education: Mission Driven, Distributed Leadership (F/PA #1), Assessment: Monitoring Student Learning to Support Growth (Not started) Provide monthly PD for teachers through extended day to further develop best practice strategies for teaching and learning with arts infusion. Tags:

Strategy 2

If we do...	If we build teacher capacity for strong instructional practices with ART infusion through professional development, PLCs, coaching cycles, and peer observations,
Then we see...	our teachers provide continuity of instruction across all grade levels and content areas along with teachers collaborating with Multi-Classroom Leaders
which leads to...	Improved teacher REACH scores in Domain 3A by 25%, improved teacher trust on SQRP from weak to strong, and receive a Proficient rating for the ARTS focused programs by EOY SY 21.
Budget Description	Extended Day, Sub Money for peer observations and PD, Material for teachers and students in the ARTS.
Tags	Curriculum, Arts Education: Embedding the Arts School-Wide, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> • (Not started) Create a year long calendar for teachers to attend after school PD to analyze trends and best practice Tags:Arts Education: Embedding the Arts School-Wide, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, Math: Curriculum • (Not started) Schedule year long meetings with ILT and MCL's to create monthly focus and rubrics for learning cycles Tags:Arts Education: Embedding the Arts School-Wide, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, Math: Rigorous Tasks • (Not started) Provide Professional development for instructional practices with ART infusion across content areas Tags:Arts Education: Assessment in the Arts, Arts Education: Embedding the Arts School-Wide, Arts Education: Mission Driven, Distributed Leadership (F/PA #1) • (Not started) Progress monitor teacher instruction and provide timely and relevant feedback for improvement Tags:

Strategy 3

If we do...	develop a protocol that is aligned with the MTSS Framework that allows us to address underlying causes of how students are tiered and develop a Menu of Interventions aligned to the needs of all learners,
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Then we see...	Teachers implementing effective high quality interventions to students placed in the appropriate tiers
which leads to...	30% gain in growth for DL students, as well as an 20% increase in the number of students meeting growth, as a result of individual needs being met by the end of SY 21.
Budget Description	Professional Development (extended pay for teachers) Materials- LLI kits Create a non-quota position for an interventionist
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Teacher logs to support document completion Timeline of events from start to finish of each cycle for each student Tags:Arts Education: Assessment in the Arts, Arts Education: Embedding the Arts School-Wide, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Provide staff professional learning on understanding MTSS tiers and its implication on developing the whole child. Tags:Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, ODLSS: Instructional Quality • (Not started) Identify an MTSS team Tags:MTSS: Curriculum & Instruction, MTSS: Shared Leadership • (Not started) Identify and progress monitor 3rd--8th grade Tier 2 and Tier 3 students at or below the NWEA 20th percentile scores in reading and mathematics. Second grade students will be identified through their red and yellow status from Dibels. Tags: • (Not started) Develop a root cause analysis protocol that follows the MTSS Framework Tags: • (Not started) Develop a menu of Tiered interventions Tags: • (Not started) Implement the Tiers systems of support. Tags:

Action Plan

Strategy 1

Bi-weekly meeting with the ILT to create unified protocol and systemic grading practices

Aug 30, 2020 to May 30, 2021 - Administration, ILT, Lead Teachers

Create a year long ILT schedule so that the team can commit to attend the meeting with fidelity.

Aug 23, 2020 to Sep 06, 2020 - Administration, Lead Teachers

Organize PD for GLM's that address learning cycles around best practices for grading and assessment that incorporate arts infusion as options for students

Aug 23, 2020 to Sep 06, 2020 -

Create Teacher leads for grade bands to lead GLM learning cycles for best practices around infusing arts into grading rubrics and balanced assessments

Aug 16, 2020 to Aug 22, 2020 -

Provide monthly PD for teachers through extended day to further develop best practice strategies for teaching and learning with arts infusion.

Oct 04, 2020 to Apr 30, 2021 -

Strategy 2

Create a year long calendar for teachers to attend after school PD to analyze trends and best practice

Aug 02, 2020 to Aug 30, 2020 - Lead Teachers, Administration

Schedule year long meetings with ILT and MCL's to create monthly focus and rubrics for learning cycles

Sep 06, 2020 to Sep 30, 2020 - MCL, ILT

Provide Professional development for instructional practices with ART infusion across content areas

Sep 28, 2020 to May 28, 2021 - ILT, Administration, MLC's

Progress monitor teacher instruction and provide timely and relevant feedback for improvement

Oct 05, 2020 to May 31, 2021 - MCL, ILT, Administration

Strategy 3

Teacher logs to support document completion Timeline of events from start to finish of each cycle for each student

Aug 23, 2020 to Jun 06, 2021 - Teachers, MCL

Provide staff professional learning on understanding MTSS tiers and its implication on developing the whole child.

Sep 06, 2020 to Jun 06, 2021 - MCL, Administration

Identify an MTSS team

Aug 23, 2020 to Sep 13, 2020 - Administration, ILT

Identify and progress monitor 3rd--8th grade Tier 2 and Tier 3 students at or below the NWEA 20th percentile scores in reading and mathematics. Second grade students will be identified through their red and yellow status from Dibels.

Aug 24, 2020 to Jun 11, 2021 - Teachers, ILT MCL

Develop a root cause analysis protocol that follows the MTSS Framework

Aug 24, 2020 to Sep 28, 2020 - ILT, MCL's

Develop a menu of Tiered interventions

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Implement the Tiers systems of support.

Oct 05, 2020 to May 31, 2021 - Teachers, ILT, MCL's

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.

Students use the board recommended Teaching Gold assessments, K-2nd grade takes Dibels and Mclass assessments. 2nd grade through 8th grade use the standard achievements measures in NWEA and our DL students use DLM testing

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

The school has a MTSS committee and plan that allows any referred student the opportunity for Tier 2 and Tier 3 students so that all students have an equitable opportunity for meeting their targeted goals.

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.

We use the gradual release for instruction for core instruction and small group instruction for targeted intervention or enrichment for students growth.

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).

We have a school counselor that uses second step for student SEL and we utilize MTSS to assist our students academically. We also use Civic leadership and our girls lunch bunch to additionally support students with our school-wide plan.

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

Our school will offer Professional Development on and off site to assist with our CIWP goals of Balance Assessment and grading , MTSS and Instruction.

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.

Our school will offer Professional Development on and off site to assist with our CIWP goals of Balance Assessment and grading , MTSS and Instruction including but not limited to Arts Infusion, IEP writing, REACH recertification, SAM conference for time management and ISBE

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

We have regular PAC and LSC meetings in addition to Report card pickup days, Family reading and Math night, Art showcase

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Our Pre-School parents are given preedent to our Kindergarten seats in our school. We also recommon our students for the step up to kindergarten programs offered by CPS.

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.

We use dashboard data, REACH data, 5-week assessments and regular data meeting with teachers. Additionally teachers are referred to PD that will assist in the growth and development of their teacher practice.

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.

There are intervention blocks planned for students to attend enrichment and intervention classes. There is also after school and saturday school available for targeted students.

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

We work with the 3rd district police department, Community Schools, the fresh fruit and vegetable program, SkyArts, Innovare, Empowered Schools, Metrosquash, The Holding Circle, Play-in-a- Book.

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.

Parents will be invited to attend monthly PAC (Parent Advisory Council) meetings and will have an opportunity to have input into the development of and periodic review of the NCLB, Title I school parental involvement plan and policy.

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

The school will hold its Annual Title I PAC meeting and PAC Organization meeting on October 13, 2016 where parents will be informed of the school's participation in NCLB, Title I programs, and their right to be involved in Title I programs. The PAC will host monthly meetings at the school and invite all parents to attend. Flyers will be sent home to inform parents of meetings at least a week in advance. Flyers and agendas will be posted at the schools main entrance in advance of the meetings. The principal will also include notification during weekly robo calls.

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 administration will attend monthly PAC meetings where parents will have the opportunity to formulate suggestions and participate in decisions about the education of their children. School administration's attendance at the meetings will enable them to give immediate feedback or to respond at subsequent meetings to any such suggestions.

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.

The school will send home individual NWEA and PARCC student performance reports as soon as they are available in early fall. Parents may also request this information from their child's teacher or administration.

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.

The school will send home letters informing parents when at any time their child is taught by a teacher who is not qualified for four weeks.

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.

The school will host Open House/Curriculum Night in September will parents will get information regarding the curriculum and assessment tools, including state assessments. Parents will receive letters at the beginning, middle, and end of year outlining students progress on a variety of interim assessments. The school will host parent workshops to help inform parents on how to best support their children at home.

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.

The school will host grade level parent workshops to help inform parents on how to best support their children at home.

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 staff development will include effective communication with parents to impact student achievement. The school staff will host Open House/Curriculum Night in September as well as parent workshops to help inform parents on how to best support their children at home. Teachers will use various internetbased programs to communicate with parents, such as, Class Dojo and Parent Portal.

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.

Pre-K and Kindergarten teachers and parents will participate fully in Open House/Curriculum Night and parent workshops throughout the school year. Pre-K and Kindergarten parents will be informed of their children's progress on early literacy assessments and communication on how to best support their early readers at home.

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.

The school will send home flyers related to school events and parent programs and meetings in multiple languages if necessary. The school will also use

robo-call system and website to get information to parents pertaining to programs in meetings. Robo-calls and website information will be provided in multiple languages if necessary.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

Parents will be involved in the development of plans and policies by 1) Principal's Annual Title 1 meeting, 2) Parent Advisory Committee Organizational meeting, 3) PAC monthly meeting and 4) Local School Council monthly meeting.

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 will be held at report card pickups, before and/or after the school day and by the discretion of the teachers when needed.

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

Parents will receive reports on their child's progress by a 5 weeks progress report sent home with students, at report card pickups, through the Parent Portal, at quarterly data meetings hosted by the Principal and by accessing the school's website.

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

Staff is available to speak with parents before the start of the school day, at the end of the school day, by appointment, at report card pickups, by emailing teachers on the school's website and on teachers prep/ lunch periods if preferred by teachers.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents will receive a letter address to them by the Principal and/or a special meeting held to address the concern and to inform parents on the qualifications of a teacher in the event of a teacher who is not "highly qualified " that may be assigned to a classroom

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

Parents will receive information on how to understand and monitor their child's assessment and academic progress at the "State of the School" addresses which are done quarterly by the Principal, at report card pickups, parent-teachers conferences, and the Parent Portal.

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

Parents will be able to attend trainings on advocacy, leadership, computer literacy, continuing education and career planning to assist them in becoming an essential part of their child's education. Parents will also receive training on the Parent Portal as well as with social-emotional aspects.

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

The student council will participate in LSC, and other decision making teams though out the school year. We have mentoring groups that will be vital in the activities that we have for the student population.

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.

With a focus on Balanced grading and assessment, the goal of the PAC is to increase parent engagement in the process. Parents will be invited to sessions focused on helping students improve their grades, high school readiness, and vision planning.

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.	\$500.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00
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)	\$250.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$200.00
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.	\$200.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00