

Henry O Tanner Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Nicole White	Principal	njwhite4@cps.edu	Has access
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Wade Carter	Dean	wacarter@cps.edu	Has access

Team Meetings

Date	Participants	Topic
02/10/2020	Team	SEF
10/05/2020	ILT	Check-In
10/13/2020	BHT Meeting	Check-In
11/06/2020	All Staff	Quarter 1 Progress Monitoring

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

- 2 - Leadership for Continuous Improvement
 - 2 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)
 - 2 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** In collection process
- 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
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 2 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
 - 1 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** In collection process

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
 - 2 Curriculum is aligned to expectations of the standards
 - 2 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:** Evidence collection in progress.
- 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:** Evidence collection in progress
- 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
 - 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 1 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
 - 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:** Evidence collection in progress

- 2 - MTSS
 - 1 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 1 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 1 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 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:** Evidence collection in progress
- 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
 - 1 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:** Evidence collection in progress.

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:** Evidence collection in progress.
- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community

- 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Evidence collection in progress.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:** Evidence collection in progress.
- 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:** Evidence collection in progress.
- 2 - 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
 - 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)
 - 1 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
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Evidence collection in progress.

School Excellence Framework Priorities

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

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.

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
<p>SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)</p> <p>Effective small group instruction implementation using collaboration time, shared resources and knowledge, and with progress monitoring will increase overall student achievement.</p>	Overall		58.00	62.00
	Students with IEPs		45.00	48.00
<p>Vision: Attendance Rate</p> <p>Using equitable and restorative practices to create supportive school environment will increase student attendance data.</p>	Overall		92.00	94.00
<p>Vision: NWEA Attainment G2-8 (Math)</p> <p>Through individualized learning plans, personalized learning paths and an infusion of student voice and choice, students will support and prioritize students' learning needs.</p>	Overall		42.00	44.00
	Students with IEPs		15.00	20.00
<p>Vision: NWEA Attainment G2-8 (Reading)</p> <p>Through individualized learning plans, personalized learning paths and an infusion of student voice and choice, students will support and prioritize students' learning needs.</p>	Overall		54.00	56.00
	Students with IEPs		25.00	27.00
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>Through individualized learning plans, personalized learning paths and an infusion of student voice and choice, students will support and prioritize students' learning needs.</p>	EL		30.00	35.00

Required metrics (Elementary) (100% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Continue to develop relational trust between all stakeholders to maintain "well-organized" designation.				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...	Use personalized learning strategies such as Learner Profiles (for data tracking and goal setting), learning menus (to foster student choice), have students collaborate with teachers in establishing their learning targets and progress monitoring their success.
Then we see...	rigorous personalized instruction, that is focused and data-driven, that encompasses students' academic, attendance, IEP and EL goals and needs, and provides multiple pathways for student achievements.
which leads to...	a learner-driven instructional model that fosters 21st century skills by empowering and enabling every student to actively co-design their learning path, pace, and environment according to their individual strengths, needs, and interests, with 80% fidelity.
Budget Description	Supplemental funding not provided by DPOL. All staff professional development of Personalized Learning. 1:1 Tech and edtech resources.
Tags	Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (On-Track) Use learner profiles to facilitate SEL Goal setting and progress monitoring Tags:Personalized Learning: Learner Focused (On-Track) Use learner profiles to facilitate Academic Goal Setting and progress monitoring Tags:Personalized Learning: Learner Focused

- (On-Track) All classes will be using learning menus in Ancillary Classes
Tags:Personalized Learning: Learner Focused
- (Completed) Offer professional development and training for staff
Tags:Personalized Learning: Learner Focused
- (Postponed) Create a visual environment that supports a culture and climate of learning strategies and learner profiles i.e. monthly bulletin board about learning strategies, point parties, team huddle recognition...etc.
Tags:Personalized Learning: Learner Agency, Personalized Learning: Learner Focused
- (Postponed) Allow flexible seating, students will have autonomy to determine the best way to learn, which will lead to a calm and productive learning environment.
Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency
- (On-Track) Give students an opportunity to engage in discourse with one another, then we will see growth, higher order thinking skills and increase self esteem.
Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused
- (Not started) Classroom assessments and learning targets will be used to individualize learning menus for each student.
Tags:Personalized Learning: Progression Based on Mastery
- (Not started) Intentionally create small groups based on MOY/BOY data
Tags:Personalized Learning: Tailored Learning/Differentiation
- (Not started) Implement Personalized Learning Plans and Gradual Release Model; Include student choice
Tags:Personalized Learning: Tailored Learning/Differentiation
- (Not started) Aligning CIWP strategies to ILT Meetings. Backwards map goals through planning and discussing strategies. Developing and implementing strategies and action steps.
Tags:Personalized Learning: Authentic Learning

	<ul style="list-style-type: none"> (Not started) Staff collaboration to review and implement best practices and new strategies <p>Tags:Personalized Learning: Learner Focused</p>
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Strategy 2

If we do...	Expand awareness of SEL and mindful practices and engage all stakeholders in strategies and protocols, regularly execute systemic collection, analysis, and usage of culture and climate data
Then we see...	a cultural shift that cultivates increased situational awareness of personal impact on school community, trust, respect and involvement from all stakeholders to address the individualized needs and celebrate the accomplishments of students
which leads to...	A calm, supportive, and responsive school community that promotes the emotional well-being of students, parents and staff, increases effective relationships, celebrates diversity and provokes positive situational responses, accountability, and emotional growth among all stakeholders.
Budget Description	SEL professional development, Culture & Climate Team, SEL Leads
Tags	CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (On-Track) Implement transparent communication of school-wide SEL strategies, initiatives and outcomes in all appropriate languages. <p>Tags:CBE: SEL Integration, FACE2: Parent Engagement, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) If we provide consistent and strategic classroom structures and routines and establish a deescalation space, then it will decrease off task behavior which will lead to more focused and on task behaviors. <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Create supportive school matrix <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Create stakeholder culture & climate survey and implementation calendar and implement with fidelity

	<p>Tags:CBE: SEL Integration, FACE2: Parent Engagement, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (On-Track) Maintain student connections with various research based strategies <p>Tags:CBE: SEL Integration, MTSS: Shared Leadership, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Implement transparent school-wide PBIS programming <p>Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (On-Track) Maintain SEL based partnerships with parents, community and providers to assist in supporting emotional development of all stakeholders <p>Tags:OSEL: Supportive School Environment</p>
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Strategy 3

If we do...	Use performance data, monitoring, and established learning rates through MTSS exposure, and family collaboration to make instructional decisions to meet the needs of students from different backgrounds, learning styles, and levels of attainment
Then we see...	personalized, targeted instruction and progress monitoring for all students, which focuses on students' individualized learning goals which outlines their areas of need and strength.
which leads to...	providing the appropriate level of instruction, intervention, and enrichment for students to yield yearly expected increase in academic achievement, attendance rates, and social emotional well-being.
Budget Description	MTSS protocol, edtech tools, trained staff, effective progress monitoring.
Tags	MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Provide daily push-in interventions that are focused on students' individual MTSS goals <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> (Not started) Provide baseline assessments, where needed, complete progress monitoring tasks to make recommendations for grouping <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring</p>

- (Not started) Establish a protocol for bi-weekly collaboration to review student data and groupings

Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Track data using Dashboard to identify students based on on/off track information

Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (On-Track) Use Aspen and Dashboard to monitor student attendance, strategize ways to increase student attendance to 95% by way of attendance meetings

Tags:MTSS: Progress Monitoring, OSSE: Attendance & Truancy

- (Not started) Track frequent behavior infraction offenders and the classrooms when the most infractions occur to determine tier level of support.

Tags:MTSS: Progress Monitoring, ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions

- (Not started) Analyze student achievement(NWEA, grades) to provide/ensure tiered supports and services are implemented to meet student needs

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Examine, evaluate, and implement, transparent definitive and focused strategies designed to increase students ability to navigate the skills.

Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Research based strategies will be implemented for behavior management; identifying behaviors that impede academic progress then inputting specific strategies to address those behaviors with weekly modeling to reinforce those behaviors.

Tags:CBE: SEL Integration, ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

	<ul style="list-style-type: none"> • (Not started) Create and implement Progress Monitoring Calendars to track student growth/area(s) of need ; Utilize Aspen to document MTSS information <p>Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> • (Not started) 2. Daily targeted, skilled instruction with students through SGI ; Daily/Weekly conferences w/students <p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) Skills will be targeted and students will be progress monitored using research based best practices, systems, and tools that are designed to address specific skills. <p>Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p>
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Action Plan

Strategy 1

On-Track Jul 29, 2020

Use learner profiles to facilitate SEL Goal setting and progress monitoring

Sep 01, 2020 to Jun 21, 2022 - Teachers and students

On-Track Aug 12, 2020

Use learner profiles to facilitate Academic Goal Setting and progress monitoring

Sep 01, 2020 to Jun 21, 2022 - Teachers and students

On-Track Sep 07, 2020

All classes will be using learning menus in Ancillary Classes

Sep 01, 2020 to Jun 21, 2022 - Ancillary Teachers and students

Completed Sep 03, 2020

Offer professional development and training for staff

May 01, 2020 to Jun 21, 2022 - DPOL Lead Teachers

Postponed Sep 07, 2020

Create a visual environment that supports a culture and climate of learning strategies and learner profiles i.e. monthly bulletin board about learning strategies, point parties, team huddle recognition...etc.

Sep 01, 2020 to Jun 21, 2022 - Culture & Climate Team

Postponed Sep 07, 2020

Allow flexible seating, students will have autonomy to determine the best way to learn, which will lead to a calm and productive learning environment.

Sep 01, 2020 to Jun 21, 2022 - Teachers

On-Track Sep 07, 2020

Give students an opportunity to engage in discourse with one another, then we will see growth, higher order thinking skills and increase self esteem.

Sep 01, 2020 to Jun 21, 2022 - Teachers and students

Classroom assessments and learning targets will be used to individualize learning menus for each student.

Sep 01, 2020 to Jun 21, 2022 - Teachers

Intentionally create small groups based on MOY/BOY data

Sep 01, 2020 to Jun 21, 2022 - Teachers

Implement Personalized Learning Plans and Gradual Release Model; Include student choice

Sep 01, 2020 to Jun 21, 2022 - Teachers

Staff collaboration to review and implement best practices and new strategies

Sep 01, 2020 to Jun 21, 2022 - All staff

Aligning CIWP strategies to ILT Meetings. Backwards map goals through planning and discussing strategies. Developing and implementing strategies and action steps.

Aug 05, 2020 to Sep 02, 2020 - ILT

Strategy 2

On-Track Nov 24, 2020

Implement transparent communication of school-wide SEL strategies, initiatives and outcomes in all appropriate languages.

Sep 01, 2020 to Jun 21, 2022 - SEL Team

If we provide consistent and strategic classroom structures and routines and establish a deescalation space, then it will decrease off task behavior which will lead to more focused and on task behaviors.

Sep 01, 2020 to Jun 21, 2022 - SEL Team, Teachers

Create supportive school matrix

Sep 01, 2020 to Jun 21, 2022 - Culture & Climate Team

Create stakeholder culture & climate survey and implementation calendar and implement with fidelity

Sep 01, 2020 to Jun 21, 2022 - Culture & Climate Team

On-Track Sep 29, 2020

Maintain student connections with various research based strategies

Sep 01, 2020 to Jun 21, 2022 - All staff

Implement transparent school-wide PBIS programming

Sep 01, 2020 to Jun 21, 2022 - SEL Team, Culture & Climate Team

On-Track Oct 13, 2020

Maintain SEL based partnerships with parents, community and providers to assist in supporting emotional development of all stakeholders

Sep 01, 2020 to Jun 21, 2022 - SEL Team, Culture & Climate Team, teachers

Strategy 3

Provide daily push-in interventions that are focused on students' individual MTSS goals

Sep 01, 2020 to Jun 21, 2022 - Ancillary Teachers

Provide baseline assessments, where needed, complete progress monitoring tasks to make recommendations for grouping

Sep 01, 2020 to Jun 21, 2022 - Teachers

Establish a protocol for bi-weekly collaboration to review student data and groupings

Jun 01, 2020 to Aug 31, 2020 - MTSS Team

Track data using Dashboard to identify students based on on/off track information

Sep 01, 2020 to Jun 21, 2022 - MTSS

On-Track Dec 14, 2020

Use Aspen and Dashboard to monitor student attendance, strategize ways to increase student attendance to 95% by way of attendance meetings

Sep 01, 2020 to Jun 21, 2022 - Attendance Team

Track frequent behavior infraction offenders and the classrooms when the most infractions occur to determine tier level of support.

Sep 01, 2020 to Jun 21, 2022 - BMT

Analyze student achievement(NWEA, grades) to provide/ensure tiered supports and services are implemented to meet student needs

Sep 01, 2020 to Jun 21, 2022 - Teachers, MTSS Team

Examine, evaluate, and implement, transparent definitive and focused strategies designed to increase students ability to navigate the skills.

Sep 01, 2020 to Jun 21, 2022 - Teachers, MTSS, Students, Parents

Research based strategies will be implemented for behavior management; identifying behaviors that impede academic progress then inputting specific strategies to address those behaviors with weekly modeling to reinforce those behaviors.

Sep 01, 2020 to Jun 21, 2022 - Teacher, BMT

Create and implement Progress Monitoring Calendars to track student growth/area(s) of need ; Utilize Aspen to document MTSS information

Jun 01, 2020 to Sep 01, 2020 - MTSS Team

2. Daily targeted, skilled instruction with students through SGI ; Daily/Weekly conferences w/students

Sep 01, 2020 to Jun 21, 2022 - Teachers

Skills will be targeted and students will be progress monitored using research based best practices, systems, and tools that are designed to address specific skills.

Sep 01, 2020 to Jun 21, 2022 - Teachers, MTSS Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

School will continue to review all associated data with stakeholders of Tanner Elementary and examine student achievement impact via yearly survey mechanisms.

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

Implementation of MTSS with fidelity and informs and involves parents in the academic progress of students will support school reform at Tanner.

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.

School remains devoted to transparency and frequent progress monitoring of instructional progress.

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).

Implementation of MTSS with fidelity and informs and involves parents in the academic progress of students will support school reform at Tanner.

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

Tanner school will maintain a supportive school environment that encourages teacher leadership and quality professional development experiences.

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.

Tanner school will continue to expose all staff to and implement quality professional development to all school staff for the betterment of its student body.

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

Parents will be invited to participate in the decision making process of Henry O. Tanner via weekly newsletter, flyer distribution, robocall and marquee. Parents will be personally invited to join MTSS, Behavior Management Team, and Culture & Climate Team as needed.

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.

Tanner school will align recruitment and transition practices to local and state mandates.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers use informed decision-making aligned to student data to support in decision making regarding curriculum and resource capital.

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.

Students will participate in MTSS supports which will provide intervention and enrichment and progress monitoring of their academic achievement.

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.

Tanner school will continue to work with national, state, and local organizations and government affiliates to provide responsive support to our school community.

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.

Plan and execute monthly PAC/NCLB Parent Meetings and Quarterly Parent Meetings focusing on NCLB topics and progress

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

NCLB/Title I Annual Meeting will be held on September 23rd. PAC Organizational Meeting will be held on October 21st. At the Organizational Meeting, representatives will be present to explain PAC roles & responsibilities and duties of officers. The monthly PAC Meetings will alternate times between mornings and afternoons.

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.

Facilitate child and parent participation events throughout the school year. In addition, school will host quarterly parent development activities to support parents in supporting their child's educational needs.

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

Parents will receive NWEA Student Progress Reports /Mclass & Dibels Reports and EOY Goals at Open House. NWEA winter assessment results will be sent to parents immediately following assessment in December. Mclass & Dibels winter assessment results will be sent to parents with 2nd Quarter Report Cards.

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

Parents will receive "Right to Ask" letters during Open House and 1st Quarter Report Card Pick-up.

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.

Parents will be offered workshops on Common Core, Grading and Parent Portal usage and district assessments. Additional workshops will be offered in high school/college preparation and increasing parental involvement.

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.

Parent development activities will be planned and executed per the 2018 parent involvement plan.

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.

Establish and maintain parent communication protocols. Invite FACE representative to plan and execute staff PD focusing on parental involvement. Increase opportunities for parents to be involve in school related events.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

School with work with HeadStart department to coordinate and execute parent involmment activities as mandated.

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.

Weekly Paw Print will be distributed to parents. Posting on marquee, using robo call and distribute flyers on colored paper.

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)

NA

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.)

Henry O. Tanner is a community of stakeholders engaging students in meaningful learning experiences to produce college and career ready scholars

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.

Fall Open House will be Wednesday, September 23rd. Quarterly report card pick-up will be administered. Benchmark Grade level and promotion requirement meetings will be held quarterly throughout the year.

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

5 week progress reports will be distributed to parents. Communication protocols include monthly notification of student academic progress in core content areas.

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

Parent conferences are available before and after school. In addition, parents may schedule appointments during teacher prep periods.

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 interested and/or recruited to volunteer will be required to complete a Volunteer Orientation to be a certified volunteer at Tanner Elementary. Parents will be allowed to volunteer with instruction, hallway monitoring, transition support and recess/lunch supervision.

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

Parents will be encourage to access Parent Portal to maintain awareness of their child's academic progress. Parents will receive regular communication (Weekly Paw Print, Teacher Monthly Contact) detailing information regarding school programs and initiatives. Parents will be invited to attend workshops focused on curriculum and instruction and enhancing parental engagement.

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 invited to participate in the decision making process of Henry O. Tanner via weekly newsletter, flyer distribution, robocall and marquee.

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).

All stakeholders, including students, will be informed of school-wide academic goals during opening school activities. Students will participate in quarterly goal-setting activities in reading and math. Students will participate in academic, assessment, and attendance incentives as outlined by plans and policies.

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.

Provide training and support for Tanner parents to support the academic advancement of their student.

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.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1942.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
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