Joseph Warren Elementary School 2020-2022 plan summary

Team

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Mrs. Mack	PAC		No Access
Renita Jones	PAC		No Access

Team Meetings

Date	Participants	Topic
08/20/2020	Principal, AP, Cavitt, Jones, Kidd, Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Standards at a Glance-Mapping out the school year-(1)

Date	Participants	Topic
09/17/2020	Principal, AP, Jones, Kidd, Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Check-points and Map skills(1&2) for tier 2 and 3 students/five week data cycles
10/15/2020	Principal, AP, Cavitt, Jones, Kidd, Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Committees and Teams(3)-Tiering students (2&3)
11/19/2020	Principal, AP, Kidd, Cavitt, Jones, , Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Professional Development on Balanced Assessment/grading and reteaching
12/17/2020	Principal, AP, Cavitt, Jones, Kidd, Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Data driven cycles/Planning after MOY (1,2 and 3)
01/21/2020	Principal, AP, Cavitt, Jones, Kidd, Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Data Dates presentation of MOY data (1,2, 3)
02/18/2020	Principal, AP, Cavitt, Jones, Kidd, Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Balanced Literacy/F&P levels- access(informational Text)
03/18/2020	Principal, AP, Cavitt, Jones, Kidd, Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Writing across disciplines (1)
04/15/2020	Principal, AP, Cavitt, Jones, Kidd, Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Formative Assessment Planning (1-3)
05/20/2020	Principal, AP, Cavitt, Jones, Kidd, Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Small Group Instruction (1 and 2)
06/17/2020	Principal, AP, Cavitt, Jones, Kidd, Aiken,Johnson, Webb, James, Wilson, Andrews, Turner, Owens	Developing assessments based on grouping

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: Teacher Team Meetings, Instructional Leadership Meetings, LSC and PAC meetings.
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 2 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Local school council Meetings seek opportunities to discuss culture and climate, School works with Aramark and mentors new teaches to gain sustainability throughout both buildings.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning

- o 2 Curriculum is aligned to expectations of the standards
- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: Teachers teach through culturally relevant teaching, materials are researched based on real world applications, themes and interdisciplinary connections. As a school, we are building on curriculum that is aligned to standards for all learners.

- 3 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Through lesson plans ensuring that small group instruction is provided. We are working to continue to provide informative feedback for all learners on a consistent basis. Social Science is evident and increasing with network professional development, a social science teacher who engages in civic engagement and learning that aligns with all disciplines. Students are aloud to adjust leanring through misunderstandings through Make up Mondays, and fix it Fridays.

- 2 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 3 Improve and promote assessment literacy

- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: Through Aspen, teachers are implementing a consistent grading practice. Grade book audits are conducted, however teachers need additional training around rubric development and training with a shift in mindset outside of numeric values.
- 3 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 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)
  - o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 3 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)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - o 3 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)
  - o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: MTSS team meets regularly with teachers, Interventions are provided daily with fidelity. Team triangulates data and leverages teachers to shift and adjust groups after quarters of interventions.
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: School teams implement monthly college days with an emphasis on careers in STEAM. Students learn GPA metrics and keep track of grades through Naviance while setting goals to ensure that they are on track for the transition to HS.

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)

- o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- o **Evidence**: Social Committee, Teacher Team Meetings, and various teams collaborate on a common focus.
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: Although there is a student council and student voice committe, students have not identified root causes and are in the process of developing a system that will allow student voice across grade levels.
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: School Climate team meets monthly to discuss transitions, suspensions and a supportive environment.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)

- o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 4 Partner equitably with parents speaking languages other than English
- o 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)
- o **Evidence**: Climate team completes home visits, and meets with multiple stakeholders and community partners to include parents to contribute to student progress and the vision of the school. Quarterly there are parent meetings, data meetings and Grade Cycle meetings for parents to engage in classroom visits, phone calls and various ways to communicate with parents. In addition, parents have access to the school website and can participate in the monthly career day or real men read.

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	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
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	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
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	Reading Growth Percentile (3-8)
Root Cause 1	Minimum vertical planning time, instructional materials, and resources.
Area of Critical Need 1	Math Growth Percentile (3-8)
Root Cause 2	Minimum vertical planning time, instructional materials, and resources.
Area of Critical Need 3	Reading Grade 2 Attainment
Root Cause 3	Minimum Professional Development and Support/Vertical Planning

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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) According to the SQRP, our average growth for Reading (3rd-8th) is 38%. We plan to increase the data percentage by 12%.	Overall		50.00	55.00
SQRP: National School Growth Percentile - Math (Grades 3-8) According to the SQRP, our average growth for Math (3rd-8th) is 55%. We plan to increase the data percentage by 5%.	Overall		60.00	65.00
	Overall		50.00	55.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Reading (Grade 2) Warren is a Balanced Literacy School. Teachers have received professional development throughout the year.				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our school is currently well-organized. We want to continue to be strong in the following areas: Involved Families, Supports and Environment, Effective Leaders, Collaborative Teachers, and Ambitious Instruction.				100.00	100.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	Provide a culture of learning by building teacher capacity to deliver high quality, consistent and measurable Tier 1 instruction to all learners that align to a STEAM focus and rigorous tasks

Then we see...	Improved instructional practices and protocols from teachers incorporating intentional, targeted, and differentiated instructional strategies.
which leads to...	Students that are challenged, engaged, and exhibiting mastery of skills. Student engagement and a growth mindset that will increase students reading at or above level as measured by TRC; increased percentage of growth and attainment in both math and reading as measured by NWEA MAP by 5% by EOY SY21.
Budget Description	Space maker classrooms, Innovative ideas on collaboration and teaming such vertical and horizontal planning meetings, resources that are aligned with the arts, science and math. Opportunities to travel to various professional developments and schools to collaborate.
Tags	Instruction, Arts Education: Equitable Access to the Arts, CBE: Extended Learning, CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, OSCPA: Tier 1, Science: Rigorous Tasks, Math: Student Discourse
Action steps	(Not started) Build teacher capacity in analyzing student work in order to provide insight into unit/lesson design and ensure all students are able to access learning tasks of high cognitive demand Tags:Literacy: Shift 4-21st Century Professional Learning, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Support teachers with opportunities for implementation/safe practice and collaborative learning (ie. teacher-to-teacher observations) around Tier 1 strategies explored in professional learning. Tags:Teacher Leader Development & Innovation: Teacher Teams (Not started) Focus professional learning on effective Tier 1 planning and delivery of instruction. Create a professional learning plan (calendar and content) around essential Tier 1 instructional components Tags:Literacy: Shift 4-21st Century Professional Learning (Not started) In order to inform professional learning, identify an effective model of standards-based Tier 1 instruction that accounts for: tasks at high cognitive demand (DOK), differentiation for student access to those tasks (varying levels of support for ELs, DLs, and students at all levels), and embedded elements of Agency, Authority and Identity. Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, ODLSS: Early Childhood (Not started) Develop an MTSS coordinator or assistant principal or interventionist

	Tags:CBE: Supports, Interventions, or Extensions, MTSS: Curriculum & Instruction
	• (Not started) Conduct data analysis of growth and achievement in reading, math, science, and EL development for the school year as measured by district, state and national assessments in order to identify trends to inform instructional needs and opportunities for differentiation within Tier 1 instruction. Share findings with all stakeholders. Tags:CBE: Supports, Interventions, or Extensions, OSEL: Tier 2 and 3 Interventions
	• (Not started) Increased one to one technology aligned with the arts Tags:Arts Education: Building a Student-Centered Arts Classroom, Arts Education: Embedding the Arts School-Wide, Equity: Resource Equity, Equity: Targeted Universalism

Strategy 2

If we do…	Engage stakeholders in the MTSS process with fidelity by providing professional learning for teachers on high-quality core instruction, supplementary instruction and intensive targeted instruction to support students academically and social needs
Then we see…	Continued teacher tiered supports of students in tier 2 and tier 3 category
which leads to…	Closing the achievement gap and addressing an increase of social-emotional needs for tier 2 and 3 students through increased attendance metrics, increased SEL supports and implementation of PBIS strategies for 95% of students by EOY SY2022
Budget Description	Extended Day programs, Interventionist, and tiered programs that address student needs
Tags	CBE: Supports, Interventions, or Extensions, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) Create After School Programs and Saturday School for tier 2 and 3 students that will focus on aligning instruction and art to students personal learning plans. Tags:CBE: Supports, Interventions, or Extensions, STE(A)M Schools: K-12 Program of Study (SSS5) • (Not started) Provide intervention supports daily for tier 3 students by providing interventions in and out of the classroom setting with a small group. Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions

	• (Not started) Develop Character Education and College & Career alignment for students school wide to focus on positive behaviors, attendance and the high school selection process
	Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, OSCPA: Postsecondary Pathway Advising & Planning, OSEL: SEL Instruction, OSEL: Supportive School Environment
	• (Not started) Develop a male and female Mentoring Program for tier 3 behavior students to meet bi weekly and address social emotional concerns
	Tags:CBE: SEL Integration, OSCPA: Learn.Plan.Succeed., STE(A)M Schools: Family & Community Engagement (SSS7)
	• (Not started) Monthly STEAM Days with Culminating Event(SCience club, Math Club, Engineering Club) with Pre-K steam included
	Tags:OECE: PK Developmentally Appropriate Practice, OECE: PK Family Engagement, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: K-12 Program of Study (SSS5), STE(A)M Schools: School Structures & Culture (SSS2)
	• (Not started) Monthly Student Incentives on SEL and PBIS rewards for all students who have completed assignments, increased attendance and shown positive citizenship
	Tags:Student Voice, Engagement, and Civic Life, Arts Education: Building a Student-Centered Arts Classroom, OSCPA: Social/Emotional Support
	• (Not started) Engaging MTSS team to create monthly incentives and scheules for students to provide tier 2 and tier 3 supports that will provide additional interventions aligned to targeted instruction to progress monitor baseline data.
	Tags:MTSS: Family and Community Engagement, MTSS: Progress Monitoring

Strategy 3

If we do...	Build leadership capacity of teachers by providing professional learning and development to strengthen their school-wide support with quality, efficiency, and consistency.
Then we see...	We will see teachers engaged in more shared and distributed responsibility
which leads to...	90% of teacher leader development providing best practices and committed to performing as a collaborative team with a Growth Mindset as measured by 5 Essentials from strong to Very Strong by EOY 2021.
Budget Description	Extended Day, Professional Development, PLC development

Tags	Equity: Liberatory Thinking, Equity: Targeted Universalism, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	• (Not started) Data Driven Instructional Cycles where teachers review formative and summative assessments, balanced grading and assessments and present to their colleagues. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps, OECE: PK Assessment & Data • (Not started) Weekly Teacher Team Meetings that focus on targeted instructional strategies where teachers present lessons and strategies that align to student progress monitoring, small group instruction and building teacher leadership. Tags:Equity: Fair Policie sand Systems, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Create Professional Learning Communities vertically and horizontally based on teacher strengths and teacher led that aligns with professional development plan. Tags:Balanced Assessment and Grading, Supportive and Equitable Approaches to Discipline, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps, OECE: PK Assessment & Data, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams

Action Plan

Strategy 1

Build teacher capacity in analyzing student work in order to provide insight into unit/lesson design and ensure all students are able to access learning tasks of high cognitive demand

Aug 01, 2020 to Aug 31, 2021 - Administration, Teachers

Support teachers with opportunities for implementation/safe practice and collaborative learning (ie. teacher-to-teacher observations) around Tier 1 strategies explored in professional learning.

Aug 01, 2020 to Jun 18, 2021 - Teachers

Focus professional learning on effective Tier 1 planning and delivery of instruction. Create a professional learning plan (calendar and content) around essential Tier 1 instructional components

- Teachers, Administration

In order to inform professional learning, identify an effective model of standards-based Tier 1 instruction that accounts for: tasks at high cognitive demand (DOK), differentiation for student access to those tasks (varying levels of support for ELs, DLs, and students at all levels), and embedded elements of Agency, Authority and Identity.

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Develop an MTSS coordinator or assistant principal or interventionist

- Administration

Conduct data analysis of growth and achievement in reading, math, science, and EL development for the school year as measured by district, state and national assessments in order to identify trends to inform instructional needs and opportunities for differentiation within Tier 1 instruction. Share findings with all stakeholders.

Aug 17, 2020 to Jun 30, 2021 - teachers, administration

Increased one to one technology aligned with the arts

Jul 01, 2020 to Dec 01, 2020 -

Strategy 2

Create After School Programs and Saturday School for tier 2 and 3 students that will focus on aligning instruction and art to students personal learning plans.

Oct 23, 2020 to Apr 23, 2021 - Teachers

Provide intervention supports daily for tier 3 students by providing interventions in and out of the classroom setting with a small group.

Oct 23, 2020 to Apr 30, 2021 - Administration, teacher, inteventions, counselor

Develop Character Education and College & Career alignment for students school wide to focus on positive behaviors, attendance and the high school selection process

Aug 14, 2020 to May 28, 2021 - counselor, dean and assistant principal, teachers

Develop a male and female Mentoring Program for tier 3 behavior students to meet bi weekly and address social emotional concerns

Oct 01, 2020 to Feb 26, 2021 - Community, counselor, dean, social worker, teacher Principal

Monthly STEAM Days with Culminating Event(SCience club, Math Club, Engineering Club) with Pre-K steam included

Sep 11, 2020 to Jun 11, 2021 - Science Teacher, Counselor, Principal, Teachers

Monthly Student Incentives on SEL and PBIS rewards for all students who have completed assignments, increased attendance and shown positive citizenship

Aug 28, 2020 to Jun 25, 2021 - principal, dean, counselor, teachers

Engaging MTSS team to create monthly incentives and scheules for students to provide tier 2 and tier 3 supports that will provide additional interventions aligned to targeted instruction to progress monitor baseline data.

Aug 06, 2020 to May 28, 2021 - principal, teachers, ILT

Strategy 3

Data Driven Instructional Cycles where teachers review formative and summative assessments, balanced grading and assessments and present to their colleagues.

Aug 07, 2020 to Jun 11, 2021 - Teachers

Weekly Teacher Team Meetings that focus on targeted instructional strategies where teachers present lessons and strategies that align to student progress monitoring, small group instruction and building teacher leadership.

Aug 01, 2020 to Jun 05, 2021 - Teachers, Principal

Create Professional Learning Communities vertically and horizontally based on teacher strengths and teacher led that aligns with professional development plan.

Oct 30, 2020 to May 28, 2021 - Principal, teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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.

A needs assessment has occurred that measured student needs in a survey manner by the counselor, 5 essentials and school based survey.

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

Tier 2 and Tier 3 supports to ensure all students are able to receive strategies to meet the needs of their personal learning paths such as Edgenuity.

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.

All students are provided the appropriate time frame for core discipline areas, teaching and learning occur by grouping students and ensuring strategies are differentiated for all groups.

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).

Targeted supports are created to address the needs of tier 1, 2 and 3 students in instruction and behavioral supports.

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

Through our website, group panel interviews and teaching mock lessons, the school provides opportunities for high qualified teachers and also through the districts mentoring programs.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Professional development occurs quarterly, monthly and weekly where all staff have a menu of options to select as well as present to colleagues based on student needs and state mandates.

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

Parental involvement includes literacy nights, parent awards meetings, teacher and parent conferences, parent luncheon as well as Parent advisory counsel meetings that occur monthly. Parents also visit quarterly through focused assemblies, data meetings and various opportunities for volunteering.

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.

Pre-school teacher and staff collaborate via teacher team meetings, Instructional team meetings and vertical meetings to ensure that students alignment is happening weekly. Pre-school night, TSG parent meetings and various digital platforms to ensure parents understand what instructional strategies are needed for students. Weekly communication from principal and teacher occur to parents.

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.

Academic assessment occurs through a voting process, Performance management and data meetings school wide where teachers analyze data and assessments for effeciency.

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 who require assistance in meeting the needs of standards are provided various ways to ensure that assistance is met. such as diverse learning classrooms, English language hours, extended time learning, digital curriculum resources, peer mentoring/buddy system and Counseling to name a few. The dean provides additional support to all students as well.

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.

Counseling program, Parent Advisory Committee, Local School Counsel and various healthy organization programs assist community in ensuring the necessary trainings occur. Meeting with official delegates and community representation such as FACE, Alderman and various family nights. help to ensure training is occurring.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Through collaboration with the Equity Department, FACE and Title 1. Warren will develop an ESSA team that will collaborate on planning and providing feedback thru monthly meetings and collaborative meetings wth PAC, LSC and Parent Community members. This team along with administration collaborate will reivew processes and policies within the school setting.

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

This meeting will be scheduled for 9/23/2020. We advertise this meeting on our website, emails and through robo-calls and posted invitations. Once the annual
meeting is complete, the administration and officers of the ESSA team will formally and informally collaborate on PAC topics.

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.

Parents have a suggestion box and email to respond with specific suggestions and needs that allows PAC meetings to address parent 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.

We distribute these during parent teacher conferences. Occasionally there will be a need to have those items in isolation. In this case our clerk, counselor
and case manager collaborate to provide this information and arrange appropriate times. In addition, parents attend a semester data meeting to address performance too.

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.

We will follow district and state procedures to communicate this information in as timely a way as possible. This will include backpack and
email notifications.

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.

Through school events such as open houses,. Back to School celebrations,Data Meetings and parent teacher conferences, all information is readily available.

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.

During any parent interactions, we register parents on CPS parent portal. We will utilize our website which is mobile friendly to train parents on accessing our
website. Our ESSA team will facilitate classes for adults.Furthermore, school events, celebrations, and parent teacher conferences too.

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.

Through individual open houses, Back to School, student field trips, LSC participation, and our school website, we will enhance the communication between
teachers and parents. Currently we have synchronous ways to communicate with parents such as Google Meets, Google Classroom, messaging and emailing.

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-school hosts a variety of opportunities for parent involvement throughout the year. Teachers communicate in various modalities to preschool parents.

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.

All communication and correspondence is sent in both English and Spanish. Parents recieve information in back packs, website and also the school Marquee.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

We are committed to developing a community of life long learners by establishing high expectations for personal success through practice and
perseverance and prepares them for college and career.

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.

Dates will determined District 299. These will be individual conferences every marking period.

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 be able to access parent portal for live student achievement data, in addition the district provides mid-quarter progress reports. Teachers are all
available and parents can schedule meetings throughout the week too.

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

Parents can make appointments, they can contact teachers through email, and the website.

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.

We encourage parents to sign up to volunteer throughout the year for classroom help and field trips. Parents are involved in special events, and most of our
recess and tutoring staff is staffed with parents.

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

Using our school agenda and parent portal parents will have a direct link in supporting a kids learning

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

Through our local school council, BAC and PAC committees, parents have a direct voice in the education of their students.

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).

We provide incentives such as student of the month, Honor Role, and citizenship awards and celebrations. In addition all grade levels work on goal setting for individual students.

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.

To Increase participation of parent training and activities by 50%.

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.	$285.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$300.00
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)	$300.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$500.00
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 by used only by parents.	$0.00