Ira F Aldridge Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/20/2020	Cynthia Treadwell, Afua Badu, Brittney Lane, Charlene Webster, Lolita Cleveland & Olivia Taylor	Initial meeting & SEF rating
02/20/2020	Afua Badu, Larita Harris, Charlene Webster, Angela Magee, Loreal Carrethers, Brittany Lane, Tiffany Smith, Olivia Taylor	Areas of Critical Need
04/14/2020	Cynthia Treadwell, Afua Badu, Angela Magee, Brittany Lane, Charlene Webster, Lolita Cleveland, Loreal Carrethers, Marchanelle Flowers, Olivia Taylor	Root Causes & Theory of Action

Date	Participants	Topic
04/28/2020	Cynthia Treadwell, Afua Badu, Angela Magee, Brittany Lane, Charlene Webster, Lolita Cleveland, LaRita Varnado-Harris, Olivia Taylor, Tiffany Smith, Latoyla Jones	CiWP Review
04/29/2020	Cynthia Treadwell, Afua Badu, Angela Magee, Brittany Lane, Charlene Webster, Lolita Cleveland, LaRita Varnado-Harris, Olivia Taylor, Tiffany Smith	Root Cause
05/01/2020	Cynthia Treadwell, Afua Badu, Angela Magee, Brittany Lane, Charlene Webster, Lolita Cleveland, LaRita Varnado-Harris, Olivia Taylor, Tiffany Smith, Latoyla Jones	Theory of Action

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

- 4 - Leadership for Continuous Improvement
    - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - 4 Enable staff to focus and prioritize what matters most
    - 4 Employ the skills to effectively manage change
    - 4 Make ?safe practice? an integral part of professional learning
    - 4 Collaborate, value transparency, and inform and engage stakeholders
    - **Evidence**: Evidence can be provide
- 3 - Structure for Continuous Improvement
    - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- o 4 Design professional learning (PL) to achieve school-wide improvement goals
- o 4 Design and implement school day schedules that are responsive to student needs
- o 4 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 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 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 2 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 4 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**:
- 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 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: This year we have purchased a curriculum for both reading and math at all grade levels (CKLA, Expeditionary Learning & Eureka Math)Implementation of accountable talk stems are used in all classrooms to encourage student dialogue. Teachers utilize a varied approach through the implementation of high quality whole group and small group instruction. Teacher use strategies below: - Questioning and discussion techniques - scaffolding to ensure access to complex

text for all students at varied levels - peer walks and observations -flexible grouping evident in weekly lesson plans that are based on data -Gradual Release of Responsibility (GRR) -Writing Workshop -Written constructed response -Critical thinking skills development -Citing text evidence -Literacy skills and strategies such as summarizing, sythensizing etc)

- 4 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 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 4 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 4 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 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 1 Utilize assessments that measure the development of academic language for English learners
  - o 4 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 4 Improve and promote assessment literacy
  - o 4 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**:
- 2 - 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 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 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 2 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 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- 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 2 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 3 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 3 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 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 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 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 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 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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**: Although staff examines On-Track/Off-track data regularly and uses this information to create action steps for the students' success, we are still working on developing and identifying meaningful ways to support these students in Math. Currently implementing CICO for Tier 2-3 students to help meet their SEL needs. Tier 2-3 students receive additional interventions and supports in the classroom to help meet their academic needs (small group instruction, various learning platforms, etc). Classroom and school-wide incentives are in place to help with student attendance. Re-teaching occurs when students don't excel in a concept. Work re-do and make-up opportunities are provided to students during the school day or after school. There is a need to implement instructional strategies and curriculum to support the academic needs of our Tier 2 and Tier 3 students specifically in Math instruction. We also need to re-establish our MTSS team and build their capacity to support planning and implementation for our teachers.
- 2 - 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 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 1 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**:

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 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 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 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 1 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**:
- 2 - Physical and Emotional Safety

- o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- o 2 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 2 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**:
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 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 4 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**:
- 4 - 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 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 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 4 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 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Physical and Emotional Safety	3
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	2
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Relational Trust	0
4	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	Math growth among 3rd -8th grade African Americans students. (MTSS)
Root Cause 1	Lack of ongoing high-quality professional learning cycles that supports the implementation of the curriculum.

Area of Critical Need 2	Reading and Math attainment among African American 2nd grade students. (Instruction)
Root Cause 2	Lack of teacher content knowledge, pedagogy, and capacity to implement instruction with integrity and fidelity in primary teachers.
Area of Critical Need 3	Improve social and emotional competencies for PK-8 students and staff. (Safety)
Root Cause 3	Lack of consistent implementation of SEL standards, competencies, practices, curriculum, and professional development.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2 (Math) We chose this metric because it will show us the percent of primary students , particularly 2nd grade, that are College and Career Ready, and performing at or above grade level in Math as aligned to the standards.	African American		42.00	52.00
	Students with IEPs		10.00	20.00
Vision: NWEA Attainment G2 (Reading) We chose this metric because it will show us the percent of primary students , particularly 2nd grade, that are College and Career Ready, and performing at or above grade level in Reading as aligned to the standards.	African American		43.50	47.00
	Students with IEPs		11.00	22.00
Vision: NWEA Growth G3-8 (Math) We chose this metric because it will show us the percent of students in grades 3-8 school-wide that are meeting their growth goals in Math.	African American		52.00	57.00
	Students with IEPs		43.00	49.00
(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 Supportive Environment & Involved Families				53.00	63.00

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...	If we design a high-quality math professional development cycle that supports the implementation of the Eureka curriculum...
Then we see...	Then we will see teachers implementing the curriculum with fidelity and tailoring lessons to meet the needs of Tier 1, Tier 2, and Tier 3 students
which leads to...	Which will lead to 57% percent of African American students meeting their growth targets in math on the NWEA.
Budget Description	Textbooks Professional Development Consultants/vendors Conferences and associated expenses
Tags	MTSS: Curriculum & Instruction, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum
Action steps	(Not started) Create and schedule the professional development cycle (data analysis, action planning, implementation(safe practice), monitoring, feedback, and adjustment/ repeat) that supports the implementation of the Eureka curriculum. Tags:MTSS: Curriculum & Instruction, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access (Not started) Obtain supplemental materials based on need, to support the curriculum Tags:Math: Curriculum, Math: Equitable Access

	• (Completed) Develop MTSS Team to address academic components Tags:MTSS, MTSS: Fidelity of Implementation • (Not started) Create a professional development cycle to increase the knowledge of and improve the implementation of MTSS Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership • (Not started) Identify Tier 1, Tier 2, and Tier 3 students based on the designated criteria and design small group instruction for each Tier of students Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Identify a high-quality progress monitoring tool that aligns with the curriculum Tags:MTSS, MTSS: Progress Monitoring • (Not started) Use the data gathered in progress monitoring to inform whole group and small group Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring

Strategy 2

If we do...	If we provide educators with high levels of quality professional development that supports them in building their content knowledge, instructional capacity and pedagogy
Then we see...	Then we will see an alignment throughout the school building with educators using research-based instructional practices (language, expectations, and routines)and implementing standards-based assessments.
which leads to...	Which will lead to 47% of 2nd grade students reaching attainment in reading and 38% of 2nd grade students reaching attainment in math on the NWEA.
Budget Description	Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses Ext. Day - Buckets
Tags	Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 4-21st Century Professional Learning, Math: Rigorous Tasks
Action steps	• (Not started) Teachers and administration will monitor student performance in reading and math by administering monthly grade level assessments(ie. teacher

created assessments, unit exams) that are aligned to CCSS, analyze those results, and use that data to guide instruction. Ongoing; Sept. 2020-June 2022; Monthly

Tags:Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment

- (Not started) Teachers will receive professional development on specific, Tier 1 & Tier 2 Reading and Math instructional strategies on the following : - Ability grouping to work on implementation of CCSS - Effective ways to use student data (NWEA, Dibels/TRC, mCLASS Math) to guide small group instruction - Teacher-led direct instruction of CCSS during small group instruction - Teachers will implement literacy and math blocks in classrooms that will be designated daily and will work towards research-supported Reading and Math instruction Ongoing; Sept. 2020-June 2021

  Tags:Instruction, Math: Curriculum

- (Not started) Teachers will participate in professional development sessions, led by Math and Reading consultants and or Network ISLs, then they will be exposed to strategies to enhance student achievement. Quarterly; Sept. 2020-June 2021

  Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, Math: Curriculum

- (Not started) Paraprofessionals will participate in professional development sessions during the SY20-21, led by Administration, Reading and Math consultants, and or Network ISLs, then they will be able to effectively support the content teacher and students while providing services. Quarterly; Sept. 2020-June 2021

  Tags:Literacy: Shift 4-21st Century Professional Learning, Math: Curriculum

- (Not started) Teachers will participate in monthly PLC's with the purpose of using data analysis from common assessments to drive and refine instruction, which will lead to an increase in student achievement in reading and math.(ANET) Monthly; Sept. 2020-June 2021

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment

- (Not started) Teachers will participate in ?walking? PLC?s with admin or instructional coaches in order to gain knowledge about effective instructional practices using the IPG (Instructional Practice Guide), from their teacher peers, and give feedback to teachers to help improve their instruction. Monthly; Sept. 2020-June 2021

  Tags:Instruction, Literacy: Shift 4-21st Century Professional Learning, Math: Curriculum

	• (Not started) Teachers will participate in a PLC focused on conducting weekly error analysis of curriculum assessments to further guide instruction and understand student errors. Weekly, ongoing; Sept. 2020-June 2021 Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps • (Not started) Monitoring Kindergarten and 1st-grade progress monitoring cycles in ELA and Math. Ongoing; Sept 2020 - June 2022 Tags:Instruction, MTSS: Progress Monitoring

Strategy 3

If we do...	Provide ongoing professional development cycles for staff around the SEL standards, student, staff, community, and competencies, practices, and curriculum
Then we see...	We will see a school culture that reflects a focus on SEL through the implementation of research- based strategies and practices , an increase in staff buy-in and implementation of the curriculum, and an increase in adult SEL competencies, community understanding of SEL competencies, and student ability to apply SEL skills in their academic development.
which leads to...	We will see an increase on the ?My School, My Voice? survey from ?Very Weak? to ?Strong? in the Supportive Environment and Involved Families categories. We will also see students increase their growth in reading to 66% and 57% in math on the NWEA.
Budget Description	Supplies Equipment
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) Assess stakeholder (i.e. Community, parents, and staff) knowledge of SEL competencies through the use of a Self-Assessment survey at BOY, MOY, and EOY and to evaluate implementation of SEL competencies. Initial survey August 2020; Quarterly check-in points Tags:Student Voice, Engagement, and Civic Life, Family & Community Engagement, OSEL: Supportive School Environment • (Not started) Provide a PLC on Adult SEL, SEL competencies, and SEL curriculum. Ongoing; Quarterly; Initial PD -August 2020 Tags:Literacy: Shift 4-21st Century Professional Learning, OSEL: SEL Instruction, OSEL: Supportive School Environment

	- (Not started) Establish external partnerships and identify resources to strengthen SEL competencies and provide support for both students and staff. Ongoing - July 2020 - June 2022 Tags:FACE2: Community Partnerships, OSEL: SEL Instruction, OSSE: Community Schools - (Not started) Engage all stakeholders in the recreation of a SEL mission statement that includes the ideas and beliefs of staff, students, and the community. August/ September 2020 Tags:OSEL: Supportive and Equitable Discipline Practices - (Not started) Create an implementation cycle that provides ongoing opportunities to practice school-wide research based SEL strategies (data analysis, action planning, implementation(safe practice), monitoring, feedback, and adjustment/ repeat), that?s aligned to the curriculum and SEL standards. Ongoing, Monthly, July 2020 - June 2021 Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions

Action Plan

Strategy 1

Create and schedule the professional development cycle (data analysis, action planning, implementation(safe practice), monitoring, feedback, and adjustment/ repeat) that supports the implementation of the Eureka curriculum.

Sep 01, 2020 to Jun 18, 2021 - ILT, Administration

Obtain supplemental materials based on need, to support the curriculum

Jul 01, 2020 to Jun 01, 2021 - Administration

Completed Jul 16, 2020

Develop MTSS Team to address academic components

Jul 01, 2020 to Sep 01, 2020 - Administration

Create a professional development cycle to increase the knowledge of and improve the implementation of MTSS

Oct 01, 2020 to Jun 01, 2022 - Administration, MTSS Team, Teachers

Identify Tier 1, Tier 2, and Tier 3 students based on the designated criteria and design small group instruction for each Tier of students

Sep 01, 2020 to Jun 01, 2022 - MTSS Team, Administration

Identify a high-quality progress monitoring tool that aligns with the curriculum

Sep 01, 2020 to Nov 02, 2020 - MTSS Team, Administration

Use the data gathered in progress monitoring to inform whole group and small group

Sep 01, 2020 to Jun 01, 2022 - Teachers, Administration, MTSS Team, ILT

Strategy 2

Teachers and administration will monitor student performance in reading and math by administering monthly grade level assessments(ie. teacher created assessments, unit exams) that are aligned to CCSS, analyze those results, and use that data to guide instruction. Ongoing; Sept. 2020-June 2022; Monthly

Sep 01, 2020 to Jun 01, 2022 - ILT, Classroom Teachers, Admin

Teachers will receive professional development on specific, Tier 1 & Tier 2 Reading and Math instructional strategies on the following : - Ability grouping to work on implementation of CCSS - Effective ways to use student data (NWEA, Dibels/TRC, mCLASS Math) to guide small group instruction - Teacher-led direct instruction of CCSS during small group instruction - Teachers will implement literacy and math blocks in classrooms that will be designated daily and will work towards research-supported Reading and Math instruction Ongoing; Sept. 2020-June 2021

Sep 01, 2020 to Jun 01, 2021 - Admin, ILT, Classroom Teachers

Teachers will participate in professional development sessions, led by Math and Reading consultants and or Network ISLs, then they will be exposed to strategies to enhance student achievement. Quarterly; Sept. 2020-June 2021

Sep 01, 2020 to Jun 01, 2021 - Admin, ILT, Classroom Teachers, Reading and Math Coaches and/or Network ISLs

Paraprofessionals will participate in professional development sessions during the SY20-21, led by Administration, Reading and Math consultants, and or Network ISLs, then they will be able to effectively support the content teacher and students while providing services. Quarterly; Sept. 2020-June 2021

Sep 01, 2020 to Jun 01, 2021 - Admin, ILT, Paraprofessionals, Reading and Math Coaches and/or Network ISLs

Teachers will participate in monthly PLC's with the purpose of using data analysis from common assessments to drive and refine instruction, which will lead to an increase in student achievement in reading and math.(ANET) Monthly; Sept. 2020-June 2021

Sep 01, 2020 to Jun 01, 2021 - Admin, ILT,Classroom Teachers

Teachers will participate in ?walking? PLC?s with admin or instructional coaches in order to gain knowledge about effective instructional practices using the IPG (Instructional Practice Guide), from their teacher peers, and give feedback to teachers to help improve their instruction. Monthly; Sept. 2020-June 2021

Sep 01, 2020 to Jun 01, 2021 - Admin, ILT, Math or Reading Coaches, Classroom Teachers

Teachers will participate in a PLC focused on conducting weekly error analysis of curriculum assessments to further guide instruction and understand student errors. Weekly, ongoing; Sept. 2020-June 2021

Sep 01, 2020 to Jun 01, 2021 - Admin, ILT, Classroom Teachers, Team Leaders

Monitoring Kindergarten and 1st-grade progress monitoring cycles in ELA and Math. Ongoing; Sept 2020 - June 2022

Sep 01, 2020 to Jun 01, 2022 - Admin, ILT. Classroom Teachers

Strategy 3

Assess stakeholder (i.e. Community, parents, and staff) knowledge of SEL competencies through the use of a Self-Assessment survey at BOY, MOY, and EOY and to evaluate implementation of SEL competencies. Initial survey August 2020; Quarterly check-in points

Aug 01, 2020 to Jun 01, 2021 - Admin, Culture and Climate Team, Classroom Teachers, Staff, Parents, community partners

Provide a PLC on Adult SEL, SEL competencies, and SEL curriculum. Ongoing; Quarterly; Initial PD -August 2020

Aug 01, 2020 to Jun 01, 2022 - Admin, Culture and Climate Team, Classroom Teachers & Staff

Establish external partnerships and identify resources to strengthen SEL competencies and provide support for both students and staff. Ongoing - July 2020 - June 2022

Jul 01, 2020 to Jun 01, 2022 - Admin, Culture and Climate Team, Classroom Teachers & Staff, Community Partners

Engage all stakeholders in the recreation of a SEL mission statement that includes the ideas and beliefs of staff, students, and the community. August/ September 2020

Aug 03, 2020 to Sep 01, 2020 - Admin, Culture and Climate Team, Classroom Teachers, Staff, Parents, Students, & Community Partners

Create an implementation cycle that provides ongoing opportunities to practice school-wide research based SEL strategies (data analysis, action planning, implementation(safe practice), monitoring, feedback, and adjustment/ repeat), that?s aligned to the curriculum and SEL standards. Ongoing, Monthly, July 2020 - June 2021

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 will be completed to determine the specific needs of students and the adjustments that need to be made to ensure that they can be successful on the state content and achievement standards.

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

The ILT and academic teams will identify various strategies and tools to ensure all students meet proficient and advanced levels of academic achievement. This will be done through before, after or Saturday school options to support all students. We will also offer other intervention opportunities to meet the needs of all students.

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.

Schoolwide schedules will be created to ensure that teachers are able to provide instruction for students without interruption. The schedules will allow for teachers to maximize instructional minutes while using identified instructional strategies that promote student engagement and high level discourse.

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).

Students will be exposed a variety of programming that address their various needs. These programs include but are not limited to mentoring, college and career awareness, counseling, social and emotional learning etc. These programs will be based on a needs assessment and the data will be used to determine the next steps.

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

We have been identified as an "opportunity school" by the district and through this program we have participated in professional development and learning to help our hiring team identify high-quality, highly qualified teachers. Additionally, our hiring process ensures that every potential candidate participates in an initial phone interview, demo lesson based on their identified content, follow up interview, data analysis activities etc. These activities allow us to determine who aligns with the mission and vision of the school.

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.

We implement various professional learning cycles to engage all stakeholders in various learning opportunities to ensure that the appropriate learning is provided to each group to be able to support the students in meeting the state standards.

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

We work alongside several external partners such as Youth Guidance, Metropolitan Family Services to provide resources to parents that meet their needs. Programs include but are not limited to parent workshop, financial literacy, parent/child workshops and more.

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.

We work alongside several external partners to help assist families with transitioning from early childhood programs to the local elementary school. Through these partnerships we participate in a variety of workshops that provide a plethora of information and research based strategies to help us best support children that will be entering our school.

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 meet annually to discuss the academic assessments that will be used to determine the achievement level of students and the academic trajectory of the school community.

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.

The school will implement MTSS to ensure that the academic needs of every student at all tiers are meet and that the appropriate interventions are implemented to support the students in need.

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.

Various support programs will be implemented to support the needs of the students such as nutrition programs, adult education and training along with any additional programs that have been identified based on needs assessment.

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.

Parent advisory Council will be in place with consistent monthly meetings. Monthly newsletters to parents regarding meetings and agenda on math and literacy.
Agendas and flyers will be distributed in a timely manner to students and parents. We will regularly inform parents of their child?s progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and heath and wellness. We will use a variety of consistent communication methods such as: robo calls, newsletter, website to sensitive to culture norms and needs.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children

participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Title I Annual Meeting and your Title I PAC Organizational Meeting will be held during the month October 2020. Parents will be notified of the meeting through, notices sent
home by students, newsletters from the principal, and postings on the marquee and automated calls. At our the annual Open House Day, we will hold a general meeting where information will be presented about our Title I programs, the curriculum and types of academic assessments used to measure students progress. Parents will learn about our school?s programs and common core. Parent will also receive a copy of the parent plan.

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.

There will be regular meeting provided for parents, including the PAC meetings for parents to formulate suggestions and to participate as appropriate. This will be established by having a suggestion box available for parent to voice their opinion anonymous. Once a month a meeting will be held to discuss the majority of the suggestions in the box with the parents at the meeting.

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.

Regularly inform parents of their child's progress across all relevant measures such as academics, attendance, discipline, and social emotional learning.
Parents will receive student individual progress reports with student performance on district assessments.

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.

There will be a letter given or mailed to the parents of participating students under Title I funds emphasizing the importance of teacher quality in improving
student achievement. Parent notification is meant to encourage parent involvement and improve communication between the family and school.

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 the PAC, Parents of participating Title I children will attend a workshop that will focus on parents understanding the content standards,
academic achievement standards the state and local academic assessments. This workshop will also explain to parents how to monitor their child?s progress
and how to work with educators.

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 materials and training will be provided to help parents work with their children to improve individual achievement such as literacy training ensuring
technology, as appropriate to foster parental involvement. Parent shall have access to parent portal, parent volunteer program and parent room for access
to technology. Parents will receive money for parent training, admission and registration fees, and subscription. Consultant for parent training and buses for
parents use traveling overnight to conferences.

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.

Professional development training in the first quarter of school will educate staff members on how to reach out and work with parents as equal partners in the
education of their children. Parents will participate in the decisions relating to the education of their children by attending monthly PAC and LSC and other
parent training programs.

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.

Monthly the preschool staff and other CPS staff members will provide a monthly preschool parent workshop/ meeting whereas parents integrate coordinate
and integrate programs and activities with other programs. Such as Preschool Youngsters, reading first, early reading first involvement and etc.

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.

A flyer will be sent home containing information related to school and parent programs, meetings and other activities in a format and
language that they can understand. We will also place this information on the school website and the 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.)

Our mission is provide a safe and nurturing learning environment and school community that establishes trust among students, staff, families and community partners. We strive to prepare our students academically and socially to thrive in society. Students will be challenged to be critical thinkers, problem solvers and goal oriented, while being exposed to rigorous and relevant content. Aldridge Elementary School will be committed to preparing all students for college, career and beyond

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.

There will be a minimum of two school-wide parent teacher conference dates. One in the fall and in the spring. Teachers will be expected to schedule
additional parent-teacher conferences throughout the school year as needed to communicate with parents on a regular basis. The purpose of the schoolwide conferences will be to discuss student report cards and academic successes and weaknesses.

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 provided four progress reports and four report cards throughout the school year. Teachers will also use individual communication platforms to
keep parents updated and informed on student progress.

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

Parents are welcome to meet with staff before and after school as well as during teacher preparation 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 may volunteer in their children's classroom pending principal permission and completing the CPS volunteer screening process. They may assist with
small groups with teacher supervision. They may also chaperone field trips and lunch/recess duties.

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

Parents will be responsible for supporting their child's learning at home by monitoring attendance and homework assistance. Parents will have the option to
volunteer in the classroom to share the responsibility of student learning and academic success.

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 given the opportunity to participate in decisions related to the their children's education through joining the PAC and LSC monthly meeting.
Parents may consult with administration regarding any concerns they have about their child's education at any time.

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

Students will be expected to share the responsibility to improve academic achievement through completing daily homework tasks and requesting additional
assistance from the teacher as necessary. Students will be given opportunities to complete self-assessments and seek help as needed. Students are
expected to give parents all notices and information received from the school.

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.

Parents will be able to attend an annual parent conference hosted by Youth Guidance. Parent across the city are engaged in leadership activities that support parent
involvement and at home-school connections.

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

Account(s)

Description

Allocation

Account	Description	Amount
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.	$0.00
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.	$1521.00
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