Frank I Bennett Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/22/2020	Smith, Villarreal, Tellison, Suteria, Miller, Edwards	SEF Ratings
04/23/2020	Smith, Shingles, Garner, Miller, Edwards, Coleman, Walton	Theory of Action/Strategies
03/23/2020	Smith, Garner, Edwards, Tellison, Suteria, Villarreal	Root Cause Analysis
04/29/2020	Smith, Garner, Shingles, Coleman, Tellison, Villarreal, Edwards	Survey

Date	Participants	Topic
02/12/2020	Smith, Shingles, Miller, Tellison, Edwards, Suteria	SEF Priorities
05/08/2020	Smith, Shingles, Miller, Randazzo, Edwards	Parent and Family Involvement Plan

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 2 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 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 2 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**: Parents are given the school vision via a Parent Handbook at Open House and Parent-Teacher Conferences.
- 2 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 2 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 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 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 1 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: The school has regularly scheduled weekly grade-level meetings. The funds spent were in direct response to the CIWP and the framework priorities.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 1 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 1 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 2 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**:
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 1 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 2 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 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**: SQRP: https://schoolinfo.cps.edu/schoolprofile/SchoolDetails.aspx?SchoolId=609800, inconsistent analysis of student work, https://forms.gle/JJsRSjEiPzWYUixi9 https://forms.gle/oa8ednHn2N68CC1n9 https://docs.google.com/document/d/1LSQWI-P60cgU1FYepoJFR4Wlz660xieZu9pWh56bA80/edit?usp=sharing
- 2 - Balanced Assessment and Grading
  - o 2 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 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 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 2 Utilize assessments that measure the development of academic language for English learners
- o 1 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 1 Improve and promote assessment literacy
- o 3 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**: https://docs.google.com/spreadsheets/d/1LUHCNkaZMwCpq3OvAZ9iyzdGGhOr vDWaXk_9G66ipwl/edit?usp=sharing, We follow the CPS grading policy, DL teachers support the students during classroom formative assessments, and Staff Handbook.
- • 1 - MTSS
  - o 1 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 1 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 1 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 2 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 1 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 1 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: MTSS Staff Survey: https://forms.gle/GvAQZ4Fub19Wt19H7 https://docs.google.com/document/d/1LSQWI-P60cgU1FYepoJFR4WIz660xieZu9pWh56bA80/edit?usp=sharing, Teachers completed an action plan for each student who is failing a content area.
- 2 - Transitions, College & Career Access, & Persistence

- o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
- o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- o 2 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**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 2 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**:
- 1 - Student Voice, Engagement, and Civic Life
  - o 1 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 1 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 1 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 1 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 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 1 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**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 1 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 2 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 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 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 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 1 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**2**
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**3**
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Physical and Emotional Safety	**0**
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Relational Trust	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Growth targets for students in grades 3-8 in Mathematics
Root Cause 1	More professional development is needed to outline the key components of math instruction.
Area of Critical Need 2	Growth targets are not met for students in grades 3-8 in Reading
Root Cause 2	Training on the what and how for small group instruction is a necessity.
Area of Critical Need 3	Second grade reading attainment is less than 50%.
Root Cause 3	The school was unable to secure a certified teacher for 80% of the school year.

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 Growth G3-8 (Math) In SY18, Bennett fell from performing better than 88% of the schools to performing better than 50% of the schools in SY19.	African American		53.50	56.00
	Students with IEPs		38.80	50.30
Vision: NWEA Growth G3-8 (Reading) In Sy18, Bennett fell from performing better than 81% of the schools to performing better than 24% of the schools that took the assessment. At the conclusion of MOY SY20, Bennett had some success, and making this a continued focus would help us reach our goal.	African American		50.50	54.00
	Students with IEPs		38.80	49.00
Vision: NWEA Attainment G2 (Reading) Historically, Bennett has struggled with 2nd grade reading attainment. There has not been a consistent primary teacher, which has disrupted the students' learning.	African American		44.50	49.00
	Students with IEPs		93.20	94.20
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The school community will continue to send home a newsletter monthly that informs the parents about classroom/school occurrences, academic skills/strategies, celebrations, and activities that will extend the classroom learning. Weekly, we will hold Gradebook conversations with students who are struggling and offer the parent a summary and strategies to help the student towards success. We will conduct two family nights that focus on reading and math strategies and/or the data to help parents, along with a father and daughter dance, and mother			4.00	3.35	3.80

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
and son luncheon. As a result, this will provide a more cohesive relationship between home and school. Also, we will engage a PPLC in conjunction with CTU, and funds allocated for the team to meet to make informed decisions about the instructional focus of the school.					

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 commit to a math instructional framework with fidelity that supports the adopted core math materials
Then we see...	then we will see teachers facilitating differentiated do nows, math talks, and students engaged in rigorous tasks and academic discourse
which leads to...	which leads to 56% of students meeting or exceeding NWEA math gains.
Budget Description	Eureka PD for teachers, purchase the components of Eureka for grades K-8, Math talks resources, extended day/substitute buckets, consistent TTM, interventionist/TA, school/classroom visits to observe the implementation of Eureka.
Tags	ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access
Action steps	(Not started) Implement differentiated math practices. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth (Not started) Provide Eureka PD for staff. Tags:Curriculum (Not started) Purchase all components of the Eureka curriculum and resources.

	Tags:MTSS: Curriculum & Instruction
	• (Not started) Research and conduct school/classroom visits to observe effective Eureka implementation. Tags:Instruction, Math: Rigorous Tasks, Math: Student Discourse • (Not started) Hire an interventionist/TA Tags:Budget & Grants • (Not started) Implement a comprehensive after school program. Tags:Instruction • (Not started) Implement Step Up to K-2 grade. Tags:Instruction

Strategy 2

If we do...	If we create opportunities for teachers to vertically plan lessons that meet the progression and demand of the Common Core State Standards
Then we see...	then we will see teachers planning and delivering high-quality Tier 1 instruction that engages students in text complexity, complex tasks, and academic discourse
which leads to...	which leads to 54% of students meeting and exceeding their growth targets on NWEA Reading and Math for grades 3-8.
Budget Description	We will need more Expeditionary Learning PD to implement the curriculum with fidelity, and extended day/substitute buckets for teachers to attend the training. Teachers will need training on the learning cycles, Kagan Strategies, and Depth of Knowledge utilizing extended day/substitute buckets. We will need to purchase the materials for Expeditionary learning to enhance the curriculum. An interventionist/TA will work with a group of students to administer interventions.
Tags	Instruction, Balanced Assessment and Grading
Action steps	• (Not started) Conduct learning cycles on the implementation of Kagan and the progression of the standards. Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams

	• (Not started) Create monthly PD calendar for Teacher Team Meetings. Tags:Leadership for Continuous Improvement, Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, ODLSS: Service Delivery, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Obtain baseline data from the district or local assessment. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System • (Not started) Provide professional development on the progression of standards. Tags:Instruction, Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Provide professional development on Kagan Structures. Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language • (Not started) Provide professional development on differentiated small group instruction. Tags:Instruction, Equity: Targeted Universalism, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, ODLSS: Service Delivery • (Not started) Implement a comprehensive after school program. Tags:Instruction • (Not started) Implement Step Up to K-2 grade. Tags:

Strategy 3

If we do...	If we create Bennet?s Teachers? Professional Development Plan that includes topics on Tier 2 and Tier 3 instruction that embeds learning cycles with indicators and milestones that monitors the plan
Then we see...	then we see high-quality and research-based differentiated instructional strategies and interventions that target all students
which leads to...	which leads to 56% of students meeting and or exceeding their growth targets on NWEA Reading and Math for grades 3-8.

Budget Description	We will need PD in logging MTSS in the Aspen system and the process of MTSS, PD on LLI, one of the interventions we will utilize, we will need to purchase the BAS for LLI(115), renew our subscription to IXL and RAZ-Kids plus (115), and extended day/substitute bucket.
Tags	MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions
Action steps	(Not started) Identify an MTSS team and provide the team with training on the MTSS. Tags: (Not started) Provide the staff with PD on the functions, procedures, and processes of MTSS Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring (Not started) Provide PD on LLI(Leveled Literacy Instruction) Tags:MTSS: Curriculum & Instruction (Not started) Purchase the BAS (Benchmark Assessment Systems) for LLI Tags:Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction

Strategy 4

If we do...	If we provide teachers opportunities for teachers to collaborate on Common Core grade-level formative assessments
Then we see...	then we will see teachers analyzing five-week interim assessments and students' task for math and reading that promotes a cycle of re-teaching
which leads to...	which leads to 56% of the students meeting or exceeding their growth targets on NWEA reading and math.
Budget Description	We will need to purchase Mastery Connect and the PD to accompany the program, create the interim assessments using an extended day bucket, and renew IXL & RAZKids subscriptions.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth
Action steps	(Not started) Purchase Mastery Connect and PD

	Tags:Assessment: Balanced Assessment and Grading, Budget & Grants • (Not started) Create a school assessment calendar. Tags:Assessment: Assessment Plan Voting Procedures, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Create interim assessments. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy • (Not started) Renew IXL and RazKids subscriptions Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

Action Plan

Strategy 1

Provide Eureka PD for staff.

Aug 31, 2020 to Sep 04, 2020 - Administration

Purchase all components of the Eureka curriculum and resources.

Jul 31, 2020 to Aug 14, 2020 - Administration; Clerk

Research and conduct school/classroom visits to observe effective Eureka implementation.

Aug 10, 2020 to Nov 02, 2020 - Administration; Network; ISL

Implement differentiated math practices.

Sep 08, 2020 to Jun 18, 2021 - Administration; teachers

Hire an interventionist/TA

Jul 01, 2020 to Aug 03, 2020 - Administration

Implement a comprehensive after school program.

Oct 05, 2020 to May 20, 2022 - Administration; teachers

Implement Step Up to K-2 grade.

Sep 14, 2020 to May 29, 2021 - Administration; teachers

Strategy 2

Conduct learning cycles on the implementation of Kagan and the progression of the standards.

Aug 31, 2020 to May 31, 2021 - Administration; teachers

Create monthly PD calendar for Teacher Team Meetings.

Aug 31, 2020 to Jun 18, 2021 - Administration; ILT

Obtain baseline data from the district or local assessment.

Sep 07, 2020 to Sep 25, 2020 - Administration; teachers

Provide professional development on the progression of standards.

Aug 31, 2020 to Sep 04, 2020 - Administration; Network ISL

Provide professional development on Kagan Structures.

Aug 31, 2020 to Jun 02, 2021 - Administration; ILT

Provide professional development on differentiated small group instruction.

Sep 07, 2020 to Oct 02, 2020 - Administration; Network

Implement a comprehensive after school program.

Sep 28, 2020 to May 27, 2022 - Administration

Implement Step Up to K-2 grade.

Sep 28, 2020 to May 28, 2021 - Administration; teachers

Strategy 3

Identify an MTSS team and provide the team with training on the MTSS.

Aug 03, 2020 to Aug 20, 2020 - Administration

Provide the staff with PD on the functions, procedures, and processes of MTSS

Aug 31, 2020 to Sep 04, 2020 - Administration; MTSS team

Provide PD on LLI(Leveled Literacy Instruction)

Aug 31, 2020 to Sep 04, 2020 - Administration; MTSS team

Purchase the BAS (Benchmark Assessment Systems) for LLI

Jul 01, 2020 to Jul 29, 2020 - Administration; Clerk

Strategy 4

Purchase Mastery Connect and PD

Jul 01, 2020 to Aug 31, 2020 - Administration; clerk

Create a school assessment calendar.

Aug 03, 2020 to Aug 28, 2020 - Administration; ILT

Create interim assessments.

Sep 07, 2020 to Jun 17, 2022 - Teachers

Renew IXL and RazKids subscriptions

Jul 01, 2020 to Jul 31, 2020 - Administration; Clerk

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.

The needs of the school are based on the data obtained by the SQRP, the IAR, and MOY NWEA results.

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

The implementation of MTSS menu of tier supports and Kagan strategies to promote student to student discourse.

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.

The implementation of MTSS menu of tier supports and Kagan strategies to promote student to student discourse. The school has a partnership with Metropolitan Family Services and through the program, the students receive tutoring, mentoring, and enrichment activities based on their interests.

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 participate in the SEL program throughout the school and many students check-in and out with the counselor and DL teachers. As well as participate in small group mentoring and strategy building with the counselor twice a week.

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

Candidates go through a rigorous interview process, which includes reference checks, review of previous ratings and evaluations, and lesson demonstrations.

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 is conducted based on the results of our SQRP, Spring NWEA. Quarterly check-ins with Expeditionary Learning and Eureka, coupled with classroom observations were conducted to ensure program implementation fidelity.

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

Parent interest surveys were conducted. To increase parental involvement, we will conduct Open House, provide summer reading activities and books to families, monthly classroom/school newsletters, FACE representative meetings with parents, implement family academic nights, and promote family engagement through informational sessions during Report Card Pick-up.

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.

PreK students spend a day with the kindergarten teacher towards the end of the school year and we host Step Up to Kindergarten in the summer.

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 will use protocols to review student work and assessments during grade-level meetings and collectively decide the next steps to improve student success. During ILT meetings, the group will deep dive into the NWEA and interim assessment data results to make informed decisions for the school community. At the beginning of the year and the middle of the year, teachers will present their data with a data presentation that includes strategies for each student group and individual students.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students will participate in data sessions with their teachers to ensure a plan of action to help students achieve proficient or advanced levels. We will offer walking RIT bands and after school enrichment activities/projects for students. We will conduct monthly progress reviews.

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.

All programs will promote the academic and social-emotional needs of students. We will ensure that all programs in the school support the goals outlined in our CIWP. On a quarterly basis, we will review the CIWP with the LSC and staff.

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.

Parents are invited to the State of the School Address to review the budget, goals, and the data of the school. The LSC is given a budget presentation at the beginning of the school year and on a monthly basis, the principal provides them with budget updates. The LSC votes on required budget changes.

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

We will post all meetings on the website and marquee the week prior to the meeting. Students will take home a flyer at least twice before the scheduled meeting. Parents of students who attend the meeting will receive an out of uniform day. The LSC will hold its Organizational Meeting on July 9, 2020. The PAC will hold its Organizational Meeting on September 15, 2020.

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

The school will provide space for the meetings and any suggestions will be taken under advisement and addressed within seventy-two hours.

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 will send home assessment data and parents will have an opportunity to discuss their child's performance with the teacher during the planned academic night.

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

Parents will receive a letter to inform them if their child's teacher is not "highly qualified" at the beginning of the school year and as the situation changes with the teacher's status.

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.

We will conduct two data nights, in conjunction with, academic nights to make parents aware of their child's progress and supports to help their child achieve their goal. The school counselor will provide the parents with data fact sheets.

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.

We will conduct two data nights, in conjunction with, academic nights to make parents aware of their child's progress and supports to help their child achieve their goal. Teachers will review the various online platforms with parents and present them with their child's login information. Parents will also receive a copy of the CPS Acceptable Use Policy to review with their child(ren).

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.

The FACE representative will conduct an informational session for the teachers. Also, teachers will keep communication logs to ensure a balance of praise and push contact. We will hold a teacher meeting to obtain different strategies to promote parent and teacher partnerships.

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.

The students and parents participate in monthly field trips and the teachers provide a weekly newsletter to the parents that outline how to support the classroom curriculum at home.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Any communication sent home to parents will include all native languages represented in our school community. The communication will be concise and easily read by all in the community.

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 at the Bennett School is to provide all students with high-quality instruction. We will provide an environment where all students can achieve to their maximum potential. We strive to develop the whole child so that they leave us well rounded with a wealth of knowledge and experiences. We aim to make the students college and or career ready and to equip them with the tools necessary to compete and be successful with the global society.

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.

Flyers and newsletters will be sent home. Monthly reminders will be sent home. Reminders also are given during Report Card Pick-Up, Open House, and conferences. November 18, 2020, and April 21, 2021, are the dates for the parent and teacher conferences.

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

Parents will be reminded to utilize the CPS Parent Portal. They will receive progress reports and report cards. Teachers will notify parents when student's average drops by one letter grade.

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

Parents will receive a schedule of times that the teacher is available during the day to meet with parents. Teachers will provide parents with multiple contact information(cps email, classroom phone number?)

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.

Aligned to CPS's protocol, parents may volunteer based on their strengths and the needs of the classroom teacher.

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

Parents may support their children's learning by checking daily homework log and visiting the Parent Portal to monitor students classwork, homework and
current assessments.

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 participate through surveys, needs assessments, and attending parent meetings (LSC, PAC, 8th-grade parent mtg).

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 analyze their own data, set goals, and self-monitor progress.

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.

The goal is to increase student achievement in supporting parents on teaching and learning. Topics will be determined by parents at the organizational meeting and throughout the school year.

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.	$2007.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00