

Orville T Bright Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/14/2020	Bright ILT/CIWP Team	Summary Review of 2018-2020 CIWP and SQRP

Date	Participants	Topic
01/28/2020	Bright ILT/CIWP Team	MOY Data Analysis and Review SEF Categories
02/11/2020	Bright ILT/CIWP Team	Determine School Priorities for CIWP 2020-2022 Cycle
03/10/2020	Biright ILT/CIWP Team	Root Cause Analysis and Draft Goal Setting
03/18/2020	Bright Admin	Review Root Cause Analysis and Target Group(s) Goal Setting
03/31/2020	Bright Admin (AL, DJ, PS)	Strategy Development Draft
05/05/2020	Bright ILT/ Admin and Teacher Teams (CH, WJ, LS, EF, CC, AM)	Review of TOA and Custom Goal Review

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

- **Evidence:** There is a School Vision and it has been shared with all stakeholders, shareholders were provided opportunities to engage in a process to develop and review the current mission and vision. Instruction is data-driven using multiple sources of data. Teachers are challenged to push their thinking around "next steps" after data is analyzed, teachers are making adjustments in practice to meet student identified needs of all students within classrooms. School leaders effectively guide/monitor instructional practices throughout the school. Team members regularly assess the state of the school and trend data, however we still need teachers to be more active in taking the lead within and across grade bands, and providing constructive peer to peer feedback loops independent of the admin team. Teachers have voice and influence are encouraged to be more proactive in initiating improvement efforts within the schools, or their grade band.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** The ILT team is organized around a common understanding of the team's purpose and priorities. The team represents all relevant content areas and programs, and is appropriate in size. The ILT meets bi-weekly and uses an agenda with a clear focus. The team uses appropriate protocols and level of analysis for the meeting purpose. The team gathers and uses current an relevant data to review current classroom practices and student achievement. Team members have equity of voice and are actively engaged in the meeting process this year. ILT members share key idea and work of the ILT with grade band members. The ILT is working to take more substantial action to address root causes for identified needs. Implementing and monitoring action steps needs to become a regular practice of the ILT. The ILT is proficient in identifying problems/situations and is improving in moving from identifying the problems to implementing solutions.

Depth and Breadth of Student Learning and Quality Teaching

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

- 4 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 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
- **Evidence:** Teachers and students have a variety of instructional materials that are aligned to the CCSS and instructional needs of students. All teachers have access to the Leveled Book Corner which houses a Scholastic Leveled Library, texts of various content areas and genres, and professional reads for teachers. ELL books are also available in the Book Room. Technology is an integral part of the students' learning experience. All classrooms have 1:1 iPads and/or Chromebooks for students to access various online programs, including STRIDE Academy, BlueStreak Math, Ready Reading, Ready Math and i-Ready. Technology enhances the students' learning experience by providing opportunities for creative thinking and problem solving. Teachers differentiate the curriculum and provide small-group instruction in reading and math including accommodations and modifications to address the needs of Diverse Learners. TSS interventions are in place for academics and SEs and ELLs. Small-group planning/implementation binders are reviewed by Admin. Gradebooks are also monitored to ensure fair and equitable grading practices for students.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Teachers' planning is monitored using the REACH CPS Framework for Teaching and monitoring of weekly lesson plans. Our teachers convey high learning expectations for all students and most teachers have structures in place that enable students to persevere. Teachers align tasks with standards-based learning objectives that draw on multiple standards in most classrooms. There is still a need for all teachers to create tasks that reflect the key shifts in literacy (complexity, evidence, and knowledge) and mathematics (focus, coherence, and rigor), the majority of our teachers do. Our GL teams need to more frequently use protocols to collectively reflect on the level of cognitive demand that a task is requiring of students and analyze student work samples as part of a professional learning process. There is also still a need for ongoing learning walks conducted by the ILT.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 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
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Teachers have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and learning needs. There is a grading system in place that communicates learning progress and achievement to students and families. These grades report students' progress and proficiency and are consistent and fair across teachers and content areas. Teachers also provide accommodations and modifications on assessments for students with IEPs. Teachers need to use more formative assessment in the classroom to provide a more comprehensive picture of student learning. More frequent progress monitoring needs to take place to correctly identify specific gaps and monitor improvement, especially students with MTSS interventions at Tier 2 and Tier 3.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 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)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 2 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)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 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)

- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Teachers use assessment data to identify areas of need for student; however matching student needs to interventions and tracking the effectiveness of interventions is an area of growth school wide across grade band. Teachers make effective adjustments to instruction to individualize lessons for student needs. We need to better support students in Tier 1 so that interventions are done in a timely and effective manner for students who are struggling. We need to use progress monitoring more effectively to record effectiveness of interventions and student response to those interventions. We need to use the Problem Solving Process to plan Tier 2 and 3 interventions and ensure implementation of these interventions through consistent review and tracking of 5 week data.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Naviance data is reviewed by Admin and the Counselor. Grades 6-8 Naviance is above rate for student engagement modules. Neighboring colleges provide college fairs to the middle school students. Diverse Learners have Transition Plans that are developed to prepare them for post-high school transitioning. Additionally parents and students are provided resources via MOPD/ODLSS transition F.A.I.R.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Bright staff has developed trusting relationships with students and some are responsible for daily check-ins for students. Adult-student interactions are mostly positive, caring, and respectful consistently school-wide, however students need to be given more opportunities to build positive relationships with their peers. Teachers respect other teachers who take the lead in school improvement efforts and other teachers who are experts in their craft. Exchanges between colleagues are respectful and genuine. While interactions among school stakeholders are respectful, professional and in many cases genuinely caring, relational trust regarding Teacher to Admin interactions is improving. Climate and culture is improved.
- 3 - Student Voice, Engagement, and Civic Life

- 3 Study politics
- 3 Become informed voters and participants in the electoral process
- 3 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 3 Exercise student voice (REQUIRED: OSEL)
- 2 Authentically interact with community and civic leaders
- 3 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 2 Experience a schoolwide civics culture
- **Evidence:** MVMS data indicate students feel their voices are heard at Bright School. Students are not shy in sharing their concerns with staff. Student data also indicate students feel supported at Bright School. Teachers teach about the structure and function of government, community, and history of politics. Students learn about issues that matter to them through discussions and various resources that allow them to evaluate evidence and consider other viewpoints. We need to provide more opportunities for civic engagement for students at the school level. Teachers so design learning experiences that enable students to explore other experiences and perspectives, and support students in learning how to engage and lead respectful and productive discussions. Students need to be given more opportunities to participate in decision making at the school level and address school-based issues. Student government is supporting this Students also need to be provided the opportunity to research and analyze issues that matter to them and use social and digital platforms to raise awareness on the issue. More consistent systems and structures need to be in place to ensure that students are invited to participate in shaping school policies, goals, instruction, and climate. Students are provided opportunities to engage with community arts programming through Dance By Design. Bright School is in partnership with Communities In Schools to provide opportunities for
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** SY 19-20 Survey data indicate that overall students feel that Bright School has a supportive, safe environment. Students indicate they feel comfortable sharing their concerns/problems with adults within the school. The school climate ensures that students and adults feel physically and emotionally safe throughout the school. Clear procedures are put in place to respond to safety concerns. Arrival, dismissal, and other school transitions are safe and efficient. There is a shared expectation for positive behavior and all adults use supervision in all settings to reinforce those behavior expectations that causes a minimal disruption to learning. Some classrooms need to improve their classroom routines and procedures to maximize instructional time and orchestrate an environment so that students contribute to the management of the classroom routines with disruption of learning. The school is proactive in preventing

community/neighborhood conflicts from entering and disrupting the school environment.

- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** SY 19-20 We have the additional support of the Dean of Students. Misconduct data (Dashboard) indicate out-of-school suspensions at Bright school are a last resort. Maintaining an environment of respect and rapport throughout the school is a priority. Discipline matters are handled with a focus on changing the behavior and pushing students to be "problem solvers and peacemakers." The school has developed and shared clear behavior expectations. Well-managed routines and transitions in most settings maximize instructional time. Families are used as partners and contacted frequently to inform them of student behavior and progress. Acknowledgements and reinforcement opportunities are present for all students. There are clear disciplinary procedures in place for classroom-managed and office-managed behaviors and students are given the opportunity to take responsibility for repairing harm cause by their actions and generating solutions to resolve conflicts with peers or staff. Teachers need to incorporate teaching competencies of SEL standards consistently and with fidelity. Teachers need to use progress monitoring and data to determine positive behaviors that need to be retaught or more heavily reinforced.
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Bright school has established a non-threatening, welcoming environment that is inviting and helpful. Staff responds to families' concerns and requests for information professionally and in a timely manner. Teachers inform parents of grade level standards and expectations and grading policies clearly. The school promotes the use of Parent Portal for parents to access information about their child. Staff regularly informs parents of their child's progress across

various measures including attendance, discipline, and academics. The school uses a variety of consistent communication methods that include phone calls, monthly newsletters, face to face, and the school website. All information is provided to parents in their native language and all parent meetings are scheduled with interpreters for parents that speak a language other than English. LSC and BAC/PAC meetings also provide an opportunity for parents to meet with school staff members. IEP meetings are held with parents of Diverse Learners annually according to schedule. Additionally Open House and Report Card Pick-Up events provide opportunities for parents to engage in meaningful consultation with teachers. Staff conduct and interaction is professional and tactful in nearly all interactions with parents and families.

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	African American Reading and Math Growth
Root Cause 1	Instructional inconsistencies across classrooms e.g. quality and rigor
Area of Critical Need 2	Reading Attainment Grades 3-8
Root Cause 2	Instructional inconsistencies across classrooms e.g quality and rigor
Area of Critical Need 3	Math Attainment Grades 3-8
Root Cause 3	Instructional inconsistencies across classrooms e.g. quality and rigor, students are struggling to learn at high levels.
Area of Critical Need 4	Literacy and Math Growth students with IEPs
Root Cause 4	Instruction focus on basic skills, students are not taught higher order thinking skills, low rigor
Area of Critical Need 5	ELL Reading and Math Growth
Root Cause 5	Lack of teachers with English language development training to create MPIs for students that address the instructional supports needed, based on student English Language proficiency in the for domains as measured by ACCESS assessment scores.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8) As a school that serves a high-needs community, the administration and CIWP Committee understand the importance of focusing primarily on academic achievement this CIWP term. The school still struggles to maintain a 50-percentile score in both	Overall		60.00	65.00
	African American		50.00	60.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
attainment and growth for all subjects, across all grade-level groups. As a school with 90%+ students of African American descent, with the remainder of the population primarily Latino, we owe it to our district and community to follow CPS' lead regarding equitable education for its Five Year Plan, spanning 2019-2024.				
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>As a school that serves a high-needs community, the administration and CIWP Committee understand the importance of focusing primarily on academic achievement this CIWP term. The school still struggles to maintain a 50-percentile score in both attainment and growth for all subjects, across all grade-level groups. As a school with 90%+ students of African American descent, with the remainder of the population primarily Latino, we owe it to our district and community to follow CPS' lead regarding equitable education for its Five Year Plan, spanning 2019-2024.</p>	Overall		38.00	48.00
	African American		39.00	48.00
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>As a school that serves a high-needs community, the administration and CIWP Committee understand the importance of focusing primarily on academic achievement this CIWP term. The school still struggles to maintain a 50-percentile score in both attainment and growth for all subjects, across all grade-level groups. As a school with 90%+ students of African American descent, with the remainder of the population primarily Latino, we owe it to our district and community to follow CPS' lead regarding equitable education for its Five Year Plan, spanning 2019-2024.</p>	Overall		40.00	48.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>As a school that serves a high-needs community, the administration and CIWP Committee understand the importance of focusing primarily on academic achievement this CIWP term. The school still struggles to maintain a 50-percentile score in both</p>	Overall		45.00	55.00
	African American		40.00	48.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
attainment and growth for all subjects, across all grade-level groups. As a school with 90%+ students of African American descent, with the remainder of the population primarily Latino, we owe it to our district and community to follow CPS' lead regarding equitable education for its Five Year Plan, spanning 2019-2024.				
(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 Schools cannot thrive without support from their community members and stakeholders. Consequently, our school has set out to maintain a high level of performance regarding employee and community satisfaction this year and every year.				4.00	4.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
% of Students making Sufficient Annual Progress on ACCESS Increased resources to the Bilingual Program (full time Bilingual ELPT matched with OLCE funding, Bilingual Classroom Assistant, additional Bilingual Education Certified teachers to support identified ELs grades PreK-4), school scheduling to support common planning time for the Bilingual Coordinator and Bilingual Resource teachers across grade bands, Scholastic leveled book room with resources in Spanish, and web based curriculum support tools(STRIDE Academy, BrainPOP, Learning A to Z, Ready Reading curriculum resources, 1:1 student technology) with Spanish Language curriculum, will	23.00			46.00	54.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
lead to improved academic outcomes for ELL students e.g. increased percentage of students making sufficient annual progress on the ACCESS assessment, passing grades in reading and math, improved attendance (above 95% overall aggregate) and increased ELL parent participation on the BAC and PAC.					
DL Student Growth in Reading Grades 3-8 Accountability structures for SPED teachers are in place to ensure appropriate instruction for Diverse Learners is being provided. These structures include lesson plan review and feedback, Peer Review Calendar and Process to ensure "right fit" IEPs, Personnel schedules are explicitly tied to student IEPs. SPED teachers have attended and will continue to attend Professional Development with their Gen Ed peers and professional development specifically linked to increasing their knowledge of SPED best practices including, lesson planning, instructional strategies, and IEP development and goal writing. Additionally SPED teachers are also provided with The CPS Content Literacy Framework and the Network 13 Literacy Pacing Guide to ensure that their classroom instruction is aligned to the General Education Curriculum. These resources ensure that teachers are able to successfully incorporate the ELA shifts for the CCSS throughout the school year and teach the grade level content of each standard in a way that is appropriate for the individual learner. SPED teachers also analyze formative assessment data of students to determine additional intervention or enrichment needs for literacy instruction				38.00	45.00
DL Student Growth in Math Grades 3-8 Implementation of systematic accountability structures for all SPED teachers including lesson plan review and feedback, a Peer Review Calendar and Process to ensure that SPED teachers are writing "right fit" IEPs for diverse learners based utilizing Math formative and summative assessment data, and monitoring of IEP goal development and tracking. A critical review and updating of SPED student and				40.00	45.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>personnel schedules was conducted and is on-going to ensure programming for SPED students is explicitly tied to student IEPs to close the achievement gap between diverse learners and their gen ed peers. Regular offsite (ODLSS) on -site professional development for SPED teachers has been provided in strategies for improving instructional accommodations for diverse learners in the Gen Ed classroom and self-contained classroom (lesson planning), as well as IEP development and goal writing. We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction, and tutoring. We will continue to provide DL with professional development to continue building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction TRU Math Classroom Look Fors/Classroom Walk Look For Tools. The school will allocate funding to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.</p>					

Strategies

Strategy 1

If we do...	Improve the quality of small group instruction in Reading and Math in K-8 classrooms by providing a professional learning plan on SGI planning and design
Then we see...	...then we will see students engaged in differentiated and challenging tasks aligned to their instructional and learning needs identified by data analysis.
which leads to...	...60% of students in grades 3-8 meeting or exceeding their NWEA growth targets for Reading, and 45% of students meeting or exceeding their NWEA growth targets for Math based on SQRP metrics). 50% of African American Students meeting or exceeding their growth targets in Reading, and 40% of African American students meeting or exceeding their growth targets in Math. 38% of Diverse Learner students in grades 3-8 meeting or exceeding their NWEA growth targets for Reading, and 40% of Diverse Learner students meeting or exceeding their NWEA growth targets for Math.
Budget Description	
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Teachers will establish a classroom environment conducive for small group instruction, including the physical space, data informed groups, rotation schedule, and classroom routines. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Equitable Access • (Not started) Teachers will deliver data driven, small group instruction to students and involve students in meaningful and differentiated centers for reading and math, aligned to identified student skill reinforcement needs and supports. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access • (Not started) Lesson Plans will be scored weekly weekly using the small group instruction rubric to ensure differentiation and data driven instruction is being delivered and feedback will be provided to teachers. Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access • (Not started) Conduct weekly push in observations using the small group instruction observation monitoring tool to provide feedback and next steps to teachers.

	<p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) Provide quarterly small group instruction and data analysis professional development (using the NWEA Learning Continuum and mClass teacher tools) for new teachers at Bright in Reading and Math. <p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</p>
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Strategy 2

If we do...	Structure the way our school identifies and supports students with academic and SEL needs, to systematically deliver a range of interventions aligned to identified student academic and/or SEL needs
Then we see...	Students in grades K-8 identified for academic and SEL interventions every five weeks through consistent use of the MTSS logger by teachers to record and monitor intervention strategies implemented in Reading, Math , and SEL, and the outcome for students
which leads to...	students provided with timely and specific, feedback when learning targets are not mastered and provide student with opportunities to reassess, as indicated by achieving a 45 or above index on the CPS on-track index in grades 3-8.
Budget Description	
Tags	Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, Math: Formative Assessment, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) During the Opening Days staff development, admin and the MTSS Lead will deliver PD on using the MTSS tracker on Aspen for new and returning teachers. <p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> (Not started) The MTSS Committee will meet biweekly from 3-4 PM to review log entries to review intervention trends and needs noted for students in grades K-8, and ensure teachers are consistently adding/updating log entries. <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, Math: Formative Assessment, Math: Equitable Access</p>

	<ul style="list-style-type: none"> (Not started) Develop and communicate a school wide MTSS system that identifies students who need additional support provided in both small group and individual settings. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process (Not started) Teachers will progress monitor to make decisions about changes in instruction or goals and applying student response data to educational decisions. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment (Not started) Monitor MTSS interventions biweekly to ensure appropriate intervention strategies are entered with timely notes, start and finish dates. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring (Not started) School Counselor will support SEL for students in grades K-8 by providing targeted support for identified Tier 2 and Tier 3 students in need of additional behavioral supports. Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions
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Strategy 3

If we do...	Increase resources to the Bilingual/ESL Programming and provide the ELD professional learning module series to our teachers of ELs to inform our teacher planning conversations,
Then we see...	ELs using the academic English necessary to make adequate growth as measured by core content assessments, ACCESS, and appropriate English language development
which leads to...	46% of ELs making progress for English Language development as measured by ACCESS.
Budget Description	Hiring of teachers with the Bilingual/ESL Endorsement to provide English Language development native language instruction to ELL students in grades K-8.
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to

	<p>effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Math: Equitable Access</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) ELPT will provide ELD 1.0 Professional Development to K-8 Staff. Introduction to English Language Development: Foundations and Academic Language Teachers will learn WIDA's background; standard framework, and the three dimensions of Academic Language</p> <p>Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <p>• (Not started) ELPT will provide ELD 2.0 Professional Development to K-8 Staff: Understanding and Using Language Proficiency Scores to Plan Effective Differentiated Instruction Teachers learn to use the ACCESS scores and corresponding CAN DO descriptors to plan effective differentiated instruction</p> <p>Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Problem Solving Process</p> <p>• (Not started) ELPT will provide ELD 3.0 Professional Development to K-8 Staff: Using ELD Standards and English Language Proficiency to Promote Meaningful Access to Content. Teachers learn how to cluster priority standards (CCSS, NGSS, SS) for creating language objectives that scaffold content and MPIs to differentiate high level cognitive tasks using levels of language functions to meet and develop the language proficiencies of students. Teachers will receive an introductory overview of Model Performance Indicators (MPIs), reviewing MPI components, to build a solid foundation on the importance of scaffolded differentiation, according to EL proficiency levels.</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, Math: Equitable Access</p> <p>• (Not started) ELPT will provide ELD 4.0 Professional Development to K-8 Staff: Understanding, Promoting and Planning for Academic Language through Expanded MPIs Across Language Domains and Core Content. Teachers will learn how to identify the Academic Language and WIDA key uses that are essential to accessing the content and incorporating the development of multiple language domains to help students make learning connections across the disciplines while developing their Academic Language.</p> <p>Tags:MTSS, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction</p>

Strategy 4

If we do...	Use a common protocol to analyze the quality of teacher created formative assessment for CCSS alignment to summative assessments in grades K-8
Then we see...	improved consistency in teacher assessment of student learning aligned to CCSS, and student grades that accurately reflects student achievement and learning progress to families.
which leads to...	60% of students in grades 3-8 will meet/exceed their NWEA growth targets for Reading, 45% of students in grades 3-8 will meet/exceed their growth targets for Math.
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> • (Not started) The administration will ensure the BOY, admin-led, full-day PD addresses navigating, using and analyzing the results of a STRIDE formal assessment in Reading and Math. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment • (Not started) Conduct a minimum of 2 PDs each quarter on backwards design--specifically the creation of teacher-generated assessments from a standard. Process: 1) Breaking down standards to objectives. 2) Selecting the appropriate assessment type per objective. 3) Creating high-quality assessment tasks per assessment type (matching the objective). Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment, Math: Equitable Access • (Not started) Create a school calendar depicting assignment of the 5-week and 10-week STRIDE assessment benchmark at the beginning of each quarter for SY 2020-2021 (this process repeats quarterly, with the 5-week and 10-week referring to the weeks that have transpired in the quarter). Each calendar will be due: Sept. 15th, Nov. 9th, Feb. 8th, April 20th. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment • (Not started) Create or identify a peer-review protocol for teachers to evaluate the quality of teacher-created assessments in math/ELA.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) The Math Committee will meet once after each quarter's progress reports to review student performance on STRIDE 5-week assessments using the N13 Data-Solving Protocol. Proposed meeting times/dates: 3:00-4:00 PM on Oct. 13th, Jan. 4th, Mar. 15th, May 24th. <p>Tags: Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) The ILT will meet once per quarter, following each quarter's progress reports to conduct a peer-review feedback protocol on ELA/math teacher-created assessments. <p>Tags: Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: PreK-3 Assessment, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) Provide Grade K-2 teachers with an assessment calendar depicting when they will progress-monitor using the mClass assessment benchmark at the beginning of each quarter for SY 2020-2021 (this process repeats quarterly, with the 5-week and 10-week referring to the weeks that have transpired in the quarter). <p>Tags: Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment, Literacy: Shift 2-Leveraging Data to Close Gaps</p>
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Action Plan

Strategy 1

Teachers will establish a classroom environment conducive for small group instruction, including the physical space, data informed groups, rotation schedule, and classroom routines.

Sep 22, 2020 to Jun 04, 2021 - K-8 Teachers, Administration

Teachers will deliver data driven, small group instruction to students and involve students in meaningful and differentiated centers for reading and math, aligned to identified student skill reinforcement needs and supports.

Sep 14, 2020 to Jun 01, 2021 - K-8 Teachers, Administration

Lesson Plans will be scored weekly weekly using the small group instruction rubric to ensure differentiation and data driven instruction is being delivered and feedback will be provided to teachers.

Sep 29, 2020 to Jul 06, 2021 - Administration

Conduct weekly push in observations using the small group instruction observation monitoring tool to provide feedback and next steps to teachers.

Sep 22, 2020 to Jun 08, 2021 - Administration

Provide quarterly small group instruction and data analysis professional development (using the NWEA Learning Continuum and mClass teacher tools) for new teachers at Bright in Reading and Math.

Sep 22, 2020 to Jun 08, 2021 - Administration

Strategy 2

During the Opening Days staff development, admin and the MTSS Lead will deliver PD on using the MTSS tracker on Aspen for new and returning teachers.

Sep 03, 2020 to Jun 08, 2021 - Admin/MTSS Lead

The MTSS Committee will meet biweekly from 3-4 PM to review log entries to review intervention trends and needs noted for students in grades K-8, and ensure teachers are consistently adding/updating log entries.

Sep 21, 2020 to Jun 08, 2021 - MTSS Committee/Admin

Develop and communicate a school wide MTSS system that identifies students who need additional support provided in both small group and individual settings.

Sep 14, 2020 to Oct 12, 2020 - Admin/ILT/MTSS Committee

Teachers will progress monitor to make decisions about changes in instruction or goals and applying student response data to educational decisions.

Sep 14, 2020 to Jun 08, 2021 - Classroom Teachers/ILT

Monitor MTSS interventions biweekly to ensure appropriate intervention strategies are entered with timely notes, start and finish dates.

Sep 21, 2020 to Jun 08, 2021 - Admin/MTSS Committee

School Counselor will support SEL for students in grades K-8 by providing targeted support for identified Tier 2 and Tier 3 students in need of additional behavioral supports.

Sep 15, 2020 to Jun 08, 2021 - School Counselor

Strategy 3

ELPT will provide ELD 1.0 Professional Development to K-8 Staff. Introduction to English Language Development: Foundations and Academic Language Teachers will learn WIDA's background; standard framework, and the three dimensions of Academic Language

Sep 24, 2020 to Oct 12, 2020 - Bilingual Coordinator

ELPT will provide ELD 2.O Professional Development to K-8 Staff: Understanding and Using Language Proficiency Scores to Plan Effective Differentiated Instruction Teachers learn to use the ACCESS scores and corresponding CAN DO descriptors to plan effective differentiated instruction

Dec 04, 2020 to Jan 01, 2021 - Bilingual Coordinator

ELPT will provide ELD 3.O Professional Development to K-8 Staff: Using ELD Standards and English Language Proficiency to Promote Meaningful Access to Content. Teachers learn how to cluster priority standards (CCSS, NGSS, SS) for creating language objectives that scaffold content and MPIs to differentiate high level cognitive tasks using levels of language functions to meet and develop the language proficiencies of students. Teachers will receive an introductory overview of Model Performance Indicators (MPIs), reviewing MPI components, to build a solid foundation on the importance of scaffolded differentiation, according to EL proficiency levels.

Feb 02, 2021 to Mar 15, 2021 - Bilingual Coordinator

ELPT will provide ELD 4.O Professional Development to K-8 Staff: Understanding, Promoting and Planning for Academic Language through Expanded MPIs Across Language Domains and Core Content. Teachers will learn how to identify the Academic Language and WIDA key uses that are essential to accessing the content and incorporating the development of multiple language domains to help students make learning connections across the disciplines while developing their Academic Language.

Apr 26, 2021 to May 24, 2021 - Bilingual Coordinator

Strategy 4

The administration will ensure the BOY, admin-led, full-day PD addresses navigating, using and analyzing the results of a STRIDE formal assessment in Reading and Math.

Sep 21, 2020 to Oct 05, 2020 - Administration, ILT

Create a school calendar depicting assignment of the 5-week and 10-week STRIDE assessment benchmark at the beginning of each quarter for SY 2020-2021 (this process repeats quarterly, with the 5-week and 10-week referring to the weeks that have transpired in the quarter). Each calendar will be due: Sept. 15th, Nov. 9th, Feb. 8th, April 20th.

Sep 01, 2020 to Jun 16, 2021 - Admin

The Math Committee will meet once after each quarter's progress reports to review student performance on STRIDE 5-week assessments using the N13 Data-Solving Protocol. Proposed meeting times/dates: 3:00-4:00 PM on Oct. 13th, Jan. 4th, Mar. 15th, May 24th.

Oct 12, 2020 to Jun 16, 2021 - Math Committee Members/ILT

The ILT will meet once per quarter, following each quarter's progress reports to conduct a peer-review feedback protocol on ELA/math teacher-created assessments.

Oct 05, 2020 to Jun 08, 2021 - ILT, Teachers

Create or identify a peer-review protocol for teachers to evaluate the quality of teacher-created assessments in math/ELA.

Sep 21, 2020 to Oct 02, 2020 - Administration

Provide Grade K-2 teachers with an assessment calendar depicting when they will progress-monitor using the mClass assessment benchmark at the beginning of each quarter for SY 2020-2021 (this process repeats quarterly, with the 5-week and 10-week referring to the weeks that have transpired in the quarter).

Sep 12, 2020 to Jun 16, 2021 - Admin/K-2 Teachers

Conduct a minimum of 2 PDs each quarter on backwards design--specifically the creation of teacher-generated assessments from a standard. Process: 1) Breaking down standards to objectives. 2) Selecting the appropriate assessment type per objective. 3) Creating high-quality assessment tasks per assessment type (matching the objective).

Sep 14, 2020 to Jun 08, 2021 - Administration, ILT, Teacher Teams

Fund Compliance

ESSA Program

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 school will schedule and conduct parent workshops quarterly in understanding CCSS, district and state assessment benchmarks and how to monitor their child's progress and collaborate with teachers during Open House, BAC, PAC, and LSC meetings, report pick up and parent conferences, monthly parent

meetings. Parents are provided with a detailed explanation of what each report means and how to support students at home.

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

After School academic support e.g. enrichment and remediation will be available to students Monday - Thursday October to June. Parents will be provided access to staff/administration in accordance with established CPS/CTU guidelines.

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 school will offer After School academic support e.g. enrichment and remediation will be available to students Monday - Thursday October to June, student centered extra curricular programming for creative expression, STEM . Parents will be provided access to staff/administration in accordance with established CPS/CTU guidelines to review and discuss these programming options.

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).

Schools will provide parents and students a report of their child's performance on the State assessment in math, language arts and reading monthly. This will be accomplished by providing and explaining every student's individual NWEA scores to their parents at the beginning of the school year, at MOY testing, and EOY testing. In addition, as assessments are given, students and parents will be informed of their progress e.g. weekly, quarterly, monthly.

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

Teacher induction is the support and guidance provided to new teachers at Bright School in the early stages of their careers. Induction encompasses orientation to the Bright School/CPS, and mentoring and guidance through beginning teacher practice. Bright offers the following supports to our new teachers: ? A multi-year program (Year 1 and Year 2)

? Experienced and successful mentor teacher assignment/pairing

? Subject-area pairing of mentors and beginning educators

? Sufficient time (additional prep time) for mentors to meet with and observe new educators (non-evaluative)

? Opportunities for new teachers to visit demonstration classrooms

? Strong administrative support

? On-going Classroom Environment support e.g. room setup and behavior management

? Personalized and targeted professional development in literacy and math instruction

? Resource and curriculum ?deep dives? to support successful and intentional lesson planning

Teaching involves many complex tasks. Bright Administration recognizing the importance of comprehensive teacher induction, and the support and guidance it provides for our new teachers/teachers new to Bright to be successful. ? A multi-year program (Year 1 and Year 2)

- ? Experienced and successful mentor teacher assignment/pairing
- ? Subject-area pairing of mentors and beginning educators
- ? Sufficient time (additional prep time) for mentors to meet with and observe new educators (non-evaluative)
- ? Opportunities for new teachers to visit demonstration classrooms
- ? Strong administrative support
- ? On-going Classroom Environment support e.g. room setup and behavior management
- ? Personalized and targeted professional development in literacy and math instruction
- ? Resource and curriculum ?deep dives? to support successful and intentional lesson planning

Teaching involves many complex tasks. Bright Administration recognizing the importance of comprehensive teacher induction, and the support and guidance it provides for teachers to be successful.

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 regarding cultural awareness regarding Bright School's demographics will be provided BOY and MOY during Staff Development Days. Teachers will hold parent meetings twice a year to discuss expectations, curriculum and to strengthen ties with parents. This will be accomplished quarterly by providing Professional Development in cultural awareness of the school's population and how to be more effective in communicating with parents through PAC, BAC, and staff PLC on going professional development throughout the school year.

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

Professional development regarding cultural awareness regarding Bright School's demographics will be provided BOY and MOY during Staff Development Days and BAC/PAC parent workshops. Teachers will hold parent meetings twice a year to discuss expectations, curriculum and to strengthen ties with parents. This will be accomplished quarterly by providing Professional Development in cultural awareness of the school's population and how to be more effective in communicating with parents through PAC, BAC, and staff PLC on going professional development throughout the school year. Monthly "Coffee With the Principal

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

Pre-School parent workshops will be held monthly and quarterly to engage and inform parents around the importance of early childhood education.

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.

There is a School Vision and it has been shared with all stakeholders, shareholders were provided opportunities to engage in a process to develop and review the current mission and vision. Instruction is data-driven using multiple sources of data. Teachers are challenged to push their thinking

around "next steps" after data is analyzed, however this does not always translate to adjustments in practice to meet student identified needs of all students within classrooms. School leaders effectively guide/monitor instructional practices throughout the school. Team members regularly assess the state of the school and trend data. Bright School Administrators administer a Professional Learning Self-Assessment annually to teachers. The survey feedback is used to guide professional development opportunities for teachers. Identified PD is provided during grade-level meetings and through participation in outside workshops and training. Funding is consistently allocated for full day, and after school professional development opportunities for classroom teachers, as identified by the needs assessment and REACH domain component rating trends.

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.

Schedules are developed with students as a priority. Budget and staff resources are intentionally aligned to school priorities. The school day schedule is designed to be responsive to student needs and maximize instructional time using the CPS Instructional Time and Block Guidelines . Schedules are reviewed/monitored ongoing and adjusted as needed. Scheduling allows for common planning time and targeted scheduling of prep teachers to provided additional SEL and academic supports in identified classrooms.

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.

The school has established a non-threatening, welcoming environment that is inviting and helpful. Staff responds to families' concerns and requests for information professionally and in a timely manner. Teachers inform parents of grade level standards and expectations and grading policies clearly. The school promotes the use of Parent Portal for parents to access information about their child. Staff regularly informs parents of their child's progress across various measures including attendance, discipline, and academics. The school uses a variety of consistent communication methods that include phone calls, monthly newsletters, face to face, and the school website. All information is provided to parents in their native language and all parent meetings are scheduled with interpreters for parents that speak a language other than English. LSC and BAC/PAC meetings also provide an opportunity for parents to meet with school staff members. IEP meetings are held with parents of Diverse Learners annually according to schedule. Additionally Open House and Report Card Pick-Up events provide opportunities for parents to engage in meaningful consultation with teachers. The School Counselor has developed partnerships with key social service organizations such as Metropolitan Family Services, AOSC, Far South Side CAC, and Olive Harvey College to link parents and families to social service programs to assist families in need.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

This will be accomplished at the first PAC meeting on October 14, 2020, where parent members are elected, and Title 1 programs and requirements are explained to the parents. At that time they select meeting times and dates for the school year. Monthly reminders are sent home with every student to encourage attendance.

The LSC, Community, CIWP, and Teacher Team Meetings allow parents the opportunity to participate in the process of school review and improvement.

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

The school will hold an annual Title 1 Meeting at a time that is convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title 1 Programs, and to explain the Title 1 requirements and their rights to be involved in the Title 1 Programs. The school will offer a number of additional parent involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in NCLB Title 1 Program to these meetings and encourage them to attend. The Annual Title 1 Meeting is scheduled to be held on Wednesday October 14, 2020 at 9:30 am in the Bright Parent Engagement Center. (Virtually). The Title 1 PAC Organizational Meeting is scheduled to be held on Wednesday, October 14, 2020 at 10:15am in the Parent Engagement Center (Virtually).

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.

Monthly BAC, LSC, and PAC meetings are held. During these meetings parents receive pertinent information regarding teaching and learning. Responses to parent suggestions/concerns are provided within 48 hours or sooner based on the urgency of the suggestion/concern. Our school has an open door policy and parents are welcomed to bring any issues to be presented, especially at the monthly PAC/BAC meetings. These meetings provide parents with information about CCSS, Theory of Action, and professional Learning Communities. At these meetings parents are given the opportunity to ask questions, voice concerns and give suggestions.

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

This will be accomplished by providing and explaining every student's individual NWEA scores to their parents at the beginning of the school year, at MOY testing, and EOY testing. In addition, as assessments are given, parents will be informed of their child's progress (5 week assessments and end of quarter 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.

School will follow Central Office Directives related to teacher highly qualified status and notify parents by letter as applicable.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The following reports are provided to parents during Open House, Report Card Pick-Up, BAC, PAC, monthly grade level parent meetings, and individual parent teacher conference meetings.

*School Report Card

*NWEA School Reports

*mCLASS Reports

*State of the School Address

**8th Grade Graduation Requirements

Benchmark Grade promotion criteria

Parents are provided a detailed explanation of what each report means. They are also provided information regarding how to support their children at home.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to

improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

This will be accomplished by continuing to have parent classes and workshops during BAC/PAC meetings. Furthermore, we intend to assist parents in working with their children to improve their academic achievement by providing online resources and tutorials for parents to refer to help their children. Also, we will continue with the parent lending library program SY 2020-2021.

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 regarding cultural awareness regarding Bright School's demographics will be provided BOY, MOY, and EOY during Staff Development Days. Teachers will hold parent meetings twice a year to discuss expectations, curriculum and to strengthen ties with parents. This will be accomplished quarterly by providing Professional Development in cultural awareness of the school's population and how to be more effective in communicating with parents through PAC, BAC, and staff PLC on going professional development throughout the school year, critical conversation and professional development on equity, biases, and the role of staff mindsets in fostering student achievement. Monthly "Coffee With the Principal.

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

Pre-School parent workshops will be held quarterly to engage and inform parents around the importance of early childhood education. MOY parent meetings with PreK staff and administration to review "next grade" teaching and learning expectations, and opportunities for K-2 summer enrichment programs for students.

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.

Monthly classroom parent newsletters are sent home with students. Additionally, Bright School has a new website that is updated regularly. Teachers also share information parents in real-time via the Class Do Jo communication system, as well as the school website..We will send information to parents in English and Spanish via a monthly calendar and newsletters, classroom newsletters, and through notices announcing meetings and special events

Policy Implementation Activities

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

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

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

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

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

"n/a"

School-Parent Compact (Complete)

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

Bright Elementary School strives to meet the academic, social and emotional needs of ALL students. At Bright School, we strive to create a collaborative and inclusive learning environment, while developing innovative thinkers who understand the past, explore the present, and positively impact the future equipped with a wealth of knowledge and experiences. We are committed to developing well-rounded students who are prepared to compete and be successful in a 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.

The dates of parent-teacher conferences are as follows:
November 18, 2020 (Parent Teacher Conference Day)
April 21, 2021 (Parent Teacher Conference Day)
Additional conferences are determined by each individual teacher as they see necessary

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

The school will provide parents formal reports on their children's progress eight times a year via four Progress Reports and four Report Cards. These reports will be provided every five weeks throughout the school year. The school will provide reports on their children's progress as follows:
Progress Report Distribution Dates: October 9, 2020; December 18, 2020, March 12, 2021 and May 21 2021.

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

Parents will be provided access to staff in accordance with established CPS/CTU guidelines. (e.g. during teachers' preparation periods and other times as indicated by the individual teacher) Instructional time will not be interrupted to conduct consultations with parents. According to our visitor's policy, parents can make an appointment to see their child's teacher before, during or after school, depending on the teacher's schedule

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 are encouraged to complete and submit a CPS Volunteer Packet. Once parents are approved by CPS, they may volunteer in classrooms and other areas of the school based on Principal approval. Classroom observations are granted on an individual basis in collaboration with the classroom teachers.

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

Parents can support their children's learning through the use of the student agenda(which lists homework and assignments), classroom newsletters, meetings and communications with the teacher. Parents can also volunteer in classrooms to support their child's learning. Parents are strongly encouraged to utilize the new CPS Parent Portal in the ASPEN information system to monitor student grades and academic progress.

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

BAC/PAC Meetings, Annual State of the School Address/Open House, LSC Meetings, Grade Level Presentations, Coffee With The Principal, will give parents the opportunity to have a voice in the education of their children. The Bright Annual Title 1 Meeting will take place on October 14, 2020 at 9:30am. The PAC Organizational Meeting will take place on October 1, 2020 at 10:15am.

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 are made responsible for their learning through the use of Individual Goal Plans, Classroom Data Walls, Classroom Newsletters, yearly and quarterly, Student Advisory Council, Award Ceremonies and other Special Recognition.

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.

Bright School Admin developed a Parent Engagement Plan that will be shared with all school stakeholders BOY SY 2020-2021 at the first BAC, PAC, and LSC meetings. The plan will be updated and re-shared with stakeholders as necessary, aligned to parent feedback. The plan is based on the work of Dr. Joyce Epstein and PTOtoday using the Eight Key Strategies and Ideas for Engaging Parents listed below:
 *Communicating * Learning At Home * Parenting * Volunteering * Participating in Decision-Making * Collaborating With Community * Fundraising * Attending School Events

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.	\$200.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$500.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
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)	\$2000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$500.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$500.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$200.00
53510	Postage Must be used for parent and family engagement programs only.	\$50.00

53306	Software Must be educational and for parent use only.	\$200.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$300.00
