

Fernwood Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Robert Towner	Principal	rltowner@cps.edu	Has access
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Sheila Evans	Attendance Coordinator	sevans@cps.edu	No Access
Ganelli Washington	LSC Chair/Parent		No Access
Diane Archer	Community Member - LSC Team Member		No Access
James Mason	Upper Grade Math - LSC Team Member		No Access

Team Meetings

Date	Participants	Topic
01/15/2020	Towner, Daily, Washington (LSC), Mason (LSC), Archer (LSC), Sanders (LSC)	Developing Community Partnerships
01/21/2020	Towner, Reed, Daily (LSC), Morgan, Washington (LSC), Minyard (LSC)	Priority Development
02/13/2020	Doss, Bynum, Jackson, Minyard, Lampton, Flannery, Salmans, Krueel, Wimberly, Pleafka, Mason	Root Cause Analysis and Theory of Action

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 4 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
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** We currently have a shared vision and mission that all stakeholders are aware of and we have attempted to embed this vision in our instruction as well as our culture and climate. However, we still struggle in actually assessing whether the strategy is being fully embraced. Our score on the five essentials report has been defined as well organized for the past three years, we are not sure however if this accurately measures the indicators. Although we spend an inordinate amount of time analyzing data, we are not convinced that the follow up strategies to address deficits in the data are truly effective or implemented. More time is needed developing authentic intervention and enrichment opportunities.
- 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
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 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

- 3 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 following systems are in place: ? Utilize community partnerships to facilitate enrichment programs to provide additional challenging learning opportunities for students ? Increased classroom implementation of the balanced reading model to increase the amount of time students spend on reading and reading related activities. Utilized Instructional Coach to provide professional development and peer observation to support classroom implementation ? Added additional literacy tutor positions to increase the frequency of intervention support for students reading below expectations ? Utilized the publication of a monthly staff bulletin to keep teachers informed of upcoming assessments, lesson plan expectations, school wide events, standard operating protocols and student behavior expectations ? Developed a monthly observation and post observation calendar to inform teachers in advance of upcoming announced observation. ? Revised school master schedule to include multiple opportunities each week for teacher team meetings. Information from weekly ILT meeting is disseminated to teachers during team meetings. ? Utilized weekly planning to work in teacher teams to analyze data, provide instructional strategies and determine next steps.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 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:** The following systems are currently in place: ? Analyzed previous years NWEA and STAR assessments to develop a scope and sequence to guide instruction and assist teachers with pacing ? Increased inventory of higher level guided reading texts at all grade levels so that students exceeding reading expectations would continue to have opportunities to read at their appropriate reading level ? Consistent integration of ELA across all content areas including math, science, and social studies enabling students to learn and apply reading and writing skills ? Intervention services for students that directly addressed skills and strategies that students needed to improve The following systems are in place: ? Pearson Reading Street Common Core based curriculum will be used for grades PreK-5. The Common Core Based Core Knowledge program will be used to supplement the core program with rich rigorous non-fiction text. ? Pearson Common Core Literature will be used for grades 6-8. The Common Core Progress and Triumph Based workbooks will be used to supplement the core program with rich rigorous non-fiction text. ? Pearson Envision Math Common Core based program will be used for mathematics instruction in grades Pre-K ? 8. The Eureka

common core based math program will be used to supplement the core curriculum with focuses on building strong analytical skills. Pearson Algebra 1 will be used to assist students with making a connection between algebra and the objectives identified on the scope and sequence. ? The Pearson Science Series will be used for science. The science program will be complemented with a STEM based supplemental curriculum: Engineering is elementary for grades K-5 and Project Lead the Way for grades 6-8.

- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** The following systems are in place: ? At staff and grade-level meetings, faculty shared professional development highlights and new learning from their participation in workshops, conferences, seminars, classes, and other professional development participation ? Teachers are allotted a stipend to attend professional developments, with the understanding that they will present this information to the staff. Teachers are encouraged to seek outside professional development that supports their work in the classrooms. While In school professional developments are utilized to increase academic rigor and pedagogy. The following systems are in place: ? Teachers at all grades collaborate with Lead Teacher to participate in modeling instruction and/or observing peers teaching, analyzing student work, and learning new instructional strategies to continue to improve instruction and student learning ? At weekly grade-level meetings, teachers share professional development highlights and new learning from their participation in workshops, conferences, seminars, classes, and other professional development participation ? All new teachers are assigned to a mentor. These mentors meet weekly with the teacher, perform classroom observations and provide constructive feedback.
- 3 - Balanced Assessment and Grading
 - 3 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
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 4 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** The following systems are in place: ? Admin developed assessment calendar developed to facilitate progress monitoring with fidelity. ? Implemented admin developed curriculum, based on Common Core Standards. ? Provides weekly data accountability sessions with the teachers. Resulting data is posted within the classroom and in the hallways. ? Teachers monitor student assessments for grouping and apply strategies for success. ? Each teacher has a data notebook for analyzing student data and tracking progress. ? Local school and district level assessments are used to monitor progress. Mid-year results show an upward trend in reading and math. ? Instructional intercession programs provided to remediate students below benchmark. ? Data from weekly sessions used to drive RTI ? College tutors and retired teacher tutors provide service to the students in the lower quartile and to support balanced literacy. ? Emphasis extended beyond NWEA testing and focused on the improvement of data driven instruction and implementation of Common Core Standards.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 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)
 - 4 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)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)

- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** The following systems are in place: ? Differentiation of instruction to assist with meeting the individual academic needs of general education students and students with disabilities; Using data from assessments to drive instruction and create/respond to interventions. ? Collaborative planning between special and general education faculty. Use of various co-teaching models; intervention materials aligned with the general education curriculum; and paraprofessionals

to assist students within the general education setting. ? Students with disabilities also receive resource instruction that provides a small classroom setting and more intense instruction. ? Included ?intervention blocks? at each grade-level schedule to support student reading growth

- 2 - Transitions, College & Career Access, & Persistence
 - 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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
 - **Evidence:** The following systems are in place (HIGH SCHOOL DRIVEN): ? Developed partnership with Southside Help Center through which classes were conducted to expose students to careers in various technical fields ? Developed partnership with Ariel Capital Management Group to provide courses in investment to students while further developing student?s skills in statistics, algebra and data analysis. ? Conducted two career day seminars to expose students to a variety of careers. ? Allocated personnel and financial resources to expose students to quarterly field trips to various service related careers ? Continue annual 8th grade field to various Historical Black Colleges for college tours

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Mentoring is the foundation of the connections made between students and staff at Fernwood. The mentoring program is multi-tiered. Mentoring was developed from the schools vision to connect with our students on a deeper level building highly respectful and caring relationships. The first tier of mentoring involves weekly meetings of students who are identified by having frequent Verify infractions and/or if they require additional social emotional support. Through this experience students when in difficult situations feel comfortable reaching out to their mentor for guidance and support. These relationships prepare our students to become positive contributing citizens of society. The next tier of our mentoring program includes "houses"- which is comprised of middle school students (6-8th graders) that have community lunch and preps- building a family aspect. There are four houses and among the four there are competitions and incentives to create promote team building. Another tier includes our after school programs led by staff. Staff's dedication to building student trust is evidenced their participation in afterschool programs. Examples include: Girls Empowerment Group, Bidy Ball, Tutoring, and Step Team. Lastly, we have developed strong

community partnerships that come into the school providing mentoring to our middle school students.

- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 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:** Student's are activity involved in our school wide activities and functions. Students participate in after school programs such as Girls Empowerment Group, Bidy Ball, Tutoring, and Step Team. In addition, we have developed strong community partnerships that come into the school providing mentoring to our middle school students. Our students attend field trips to Kid Science Lab, Museums throughout Chicago, out of state trips to see different parts of the country, and school wide productions such as Black History Month's Gallery Walk and our Holiday Concert.
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** In efforts to keep our school safe and orderly systems are strictly enforced during transitions and throughout the school day. Students visually see security and/or officer(s) in the hallway and when greeted in the morning while entering the building. Two support staff is assigned to each grade band to ensure physical presence for student safety. In addition, students are supported emotionally by having access to the School Counselor, Dean, Administrators, and Mentors.
- 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:** This school has a long record of zero out of school suspensions. Staff enforces restorative practices such as: restorative conversations, peace circles, check-in - check-out (intervention), small group and one on one interventions.

We use Second Step curriculum weekly. In addition, weekly social - emotional instruction is provided to the students.

- 3 - Family & Community Engagement
 - 3 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).
 - 2 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)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** We have genuine and authentic partnership with our parents and family members. This is evidenced by parents attending Back-to-School Kick Off at the end of August welcoming back students and families to get excited for the upcoming school year where we have a great turnout. We also host a "Bring Your Parent to School Day" in October where parents can shadow their children and get an understanding of what they do on a daily basis. In November we do a Thanksgiving Basket-Give-A-Way where we provide Thanksgiving dinners to our families. Parents attend our Holiday Production, Family Night Out at Chuck E Cheese, Back History Gallery Walk, Family Night Out - Curriculum Night and June Jamboree. Parents are involved in leadership opportunities such as LSC and PAC. Our events allow for parents to connect with teachers and staff to strengthen partnership and reinforce the learning in the classroom to the learning at home to best support our students.

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	2
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: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	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	Low student growth trends on the NWEA in Reading among students in grades 3rd-8 th
Root Cause 1	Low level classroom student assignments, task and assessments. Amount of differentiated instruction is low or nonexistent. Quality and rigor of instruction is inconsistent.
Area of Critical Need 2	Low student growth trends on the NWEA in Math among students in grades 3rd-8 th
Root Cause 2	Low level classroom student assignments, task and assessments. Amount of differentiated instruction is low or nonexistent. Quality and rigor of instruction is inconsistent.
Area of Critical Need 3	Our current attendance rate is at 94% which is below our goal of 96% or better.

Root Cause 3	Low attendance trends among our students in grades K-2nd grade.
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Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8) We chose this metric because we want to achieve all of the available points on the school rating tool. In order to do this we must improve ELA performance for students at all performance levels as evidenced by various measures including NWEA, STAR and STAR Early. With a focus on teaching and learning that is supplemented through the use of technology and differentiated instruction, and skills development.	Overall		70.00	75.00
	African American		70.00	75.00
SQRP: National School Growth Percentile - Math (Grades 3-8) We chose this metric because we want to achieve all of the available points on the school rating tool. In order to do this we must improve MATH performance for students at all performance levels as evidenced by various measures including NWEA, STAR and STAR Early. With a focus on teaching and learning that is supplemented through the use of technology and differentiated instruction, and skills development.	Overall		50.00	60.00
	African American		50.00	60.00
Vision: Attendance Rate We chose this metric because we want to achieve all of the available points on the school rating tool. In order to do this we must improve and sustain an average weekly attendance rate of 96%	Overall		96.00	96.50
	African American		96.00	96.50
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey We currently have a shared vision and mission that all stake holders are aware of and we have attempted to embed this vision in our instruction as well as our culture and climate. However, we struggle in actually assessing whether the strategy is being fully embraced. Our score on the five essentials report has historically vacillated between organized and well organized, we are not sure however if this accurately measures the indicators.</p>				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Improve our professional development with teachers to focus on teaching and learning that is supplemented through the use of technology to guide instruction, learning activities and skills development.
Then we see...	Improvement in classroom instruction of Common Core Standards via use of current curriculum and scope and sequence.
which leads to...	? Student Growth Percentile on NWEA and STAR assessments will be in the 80th percentile or better at EOY ? At least 50% of students not meeting reading expectations in September will have experienced at least 1.5 year?s of reading growth by June ? More than 75% of students will be successful on EOY district created performance assesment and NWEA goals.
Budget Description	We will invest in additional outside professional development that will provide students with more training geared to instruction to improve student achievement.
Tags	Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> (Not started) -Continue consistent analysis of student performance data (STAR, NWEA, etc.) to quickly identify students needing additional support or enrichment experiences. -Facilitate teachers? participation in professional development

	<p>activities related to Core Knowledge, and Pearson Realize as well as the use of interactive technologies in classrooms to deliver engaging instruction in ELA.</p> <p>Tags:Assessment: Improving Assessment Literacy</p>
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Strategy 2

If we do...	continue to set the direction of our shared vision and mission with all teachers and staff and empower the staff in the decision making process. We will make safe practice an integral part of professional learning by allowing the teachers to share ideas, strategies and best practices during grade level meetings
Then we see...	teachers implementing these strategies shared and gathered in their daily classroom instruction which will improve student academic achievement
which leads to...	Student Growth Percentile on NWEA and STAR assessments will be in the 80th percentile or better at EOY ? At least 50% of students not meeting reading expectations in September will have experienced at least 1.5 year?s of reading growth by June ? More than 75% of students will be successful on EOY district created performance assesment and NWEA goals
Budget Description	We will invest in additional outside professional development that will provide students with more training geared to instruction to improve student achievement.
Tags	Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) -Continue consistant analysis of student performance data (STAR, NWEA, etc.) to quickly identify students needing additional support or enrichment experiences. -Facilitate teachers? participation in professional development activities related to Core Knowledge, and Pearson Realize as well as the use of interactive technologies in classrooms to deliver engaging instruction in ELA. <p>Tags:</p>

Strategy 3

If we do...	Develop a range of multiple assessments which will be used to provide a comprehensive picture of students learning.
Then we see...	Teachers providing weekly and quarterly assessments to students and participate in weekly meeting to analyze the data
which leads to...	Student Growth Percentile on NWEA and STAR assessments will be in the 80th percentile or better at EOY ? At least 50% of students not meeting reading expectations in September will have experienced at least 1.5 year?s of reading growth by June ? More than 75% of students will be successful on EOY district created performance assessment and NWEA goals.

Budget Description	We will invest in additional outside professional development that will provide students with more training geared to instruction to improve student achievement.
Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Continue consistent analysis of student performance data (STAR, NWEA, etc.) to quickly identify students needing additional support or enrichment experiences. -Facilitate teachers? participation in professional development activities related to Core Knowledge, and Pearson Realize as well as the use of interactive technologies in classrooms to deliver engaging instruction in ELA. <p>Tags:</p>

Action Plan

Strategy 1

-Continue consistent analysis of student performance data (STAR, NWEA, etc.) to quickly identify students needing additional support or enrichment experiences. -Facilitate teachers? participation in professional development activities related to Core Knowledge, and Pearson Realize as well as the use of interactive technologies in classrooms to deliver engaging instruction in ELA.

Jul 01, 2020 to Jul 01, 2021 - Principal, AP, Teachers

Strategy 2

-Continue consistent analysis of student performance data (STAR, NWEA, etc.) to quickly identify students needing additional support or enrichment experiences. -Facilitate teachers? participation in professional development activities related to Core Knowledge, and Pearson Realize as well as the use of interactive technologies in classrooms to deliver engaging instruction in ELA.

Jul 01, 2020 to Jul 01, 2021 - Principal, AP and Teachers

Strategy 3

Continue consistent analysis of student performance data (STAR, NWEA, etc.) to quickly identify students needing additional support or enrichment experiences. -Facilitate teachers? participation in professional development activities related to Core Knowledge, and Pearson Realize as well as the use of interactive technologies in classrooms to deliver engaging instruction in ELA.

Jul 01, 2020 to Jul 01, 2021 - Principal, AP and Teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

Will complete this section when the entire team returns to provide input.

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

Will complete this section when the entire team returns to provide input.

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.

Will complete this section when the entire team returns to provide input.

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).

Will complete this section when the entire team returns to provide input.

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

Will complete this section when the entire team returns to provide input.

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.

Will complete this section when the entire team returns to provide input.

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

Will complete this section when the entire team returns to provide input.

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.

Will complete this section when the entire team returns to provide input.

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.

Will complete this section when the entire team returns to provide input.

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.

Will complete this section when the entire team returns to provide input.

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.

Will complete this section when the entire team returns to provide input.

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.

The school will encourage and invite parents in the joint decision making process of the review of the NCLB, Title I and school parental involvement by sending out letters in a timely manner. As well as inviting parents to participate not only our PAC/Title 1 informational, but our parent surveys as well.

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 its annual meeting to review and discuss policies pertaining to the NCLB, title I, and school parental involvement plan. Additionally parents will be notified in a timely manner concerning the meetings and programs within the school. Title I Annual Meeting and the Title I PAC Organizational Meeting will be held at the traditional designated time...

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 continue to provide parents a designated room within the school to hold regular meetings or monthly meetings.

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.

The school will provide parents with generated reports from STAR, NWEA, CPS midterm progress reports, CPS Quarterly Report Cards, Common Core Quarterlies, and Progress Monitoring Reports. Workshops to train parents to access schools grades via IMPACT Parent Portal will also be held.

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.

The school will notify parents via school letter, email and Blackboard when a teacher is deemed not highly qualified.

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 school will hold several parents workshops which will provide parents with the understanding of the system, strategies to use at home, and resources that are available for them to utilize to monitor and maintaining their child's progress.

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.

The school will hold several parent workshops which will provide parents with the understanding of the system, strategies to use at home, and resources available for them to utilize to monitor and maintain their child's progress.

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 school will provide teachers with professional developments and guide lines that indicate the best practices related to parent communication. Teachers will be required to keep a record of evidence to verify their communication endeavors.

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.

State Pre-K parents and programs are integrated with all school professional developments, activities, and functions.

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

All information is sent via, phone calls, flyer, display on marquee, school newspaper, and newsletters.

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>**

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.)

The school incorporate consistent analysis of student performance data (STAR, NWEA, etc.) to quickly identify students needing additional support or enrichment experiences, Devote professional development and team meetings and grade-level meeting time for teacher collaboration around technology implementation in classroom instruction and learning. Develop ELA and math programs that parents can access to support our home/school partnership and improve student learning (i.e. Math Nights, Family Reading, summer ?math list?, Step up Programs etc.

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.

Parent teacher conferences will be held during designated Report Card Pick up time as defined by CPS.

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

School will use parent reports from district and school level assessments to have meaningful conversations with parents at regular intervals throughout the school year.

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

The school will utilize the preparation periods as well as a before and after school conferences to meet with parents.

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.

All parents will be given a Volunteer Package to complete during school orientation.

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

All parents will be given a letter with instructions on how to access the parent portal. Surveys will be distributed to parents with possible time slots to enroll in an on-site training of the software.

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

All parents will be assigned one LSC meeting to attend each year during the 2018-20 school school year.

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

Students will be encouraged, celebrated and recognized for their accomplishments and for demonstrating an awareness of our core values. These celebrations will occur weekly during our Monday Morning Meetings and quarterly during our 10 week incentive awardee's announcement. Personal accolade conversations will be placed to parents and personal notes will be sent home.

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.

One goal is to schedule parent meetings and/or workshops at least two times per quarter. in order to accomplish this goal, we plan to re-institute partnerships with community organization to host these parent workshops at the school. A few topics from the workshop will include, How to Make Your Child a Better Reader, An Resume Design, Teaching your Child Reading, Introduction to Technology, Managing Household Budgets and Teaching Children to Earn, Save and Invest. We will also plan on sending a group of parents to attend the Annual Youth Guidance Conference during the 2020 - 2022 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.	\$250.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00
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)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$340.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00