

Ralph H Metcalfe Elementary Community Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Stephen Fabiyi	Principal	stfabiyi1@cps.edu	Has access
Nicole Williams	Case Manager	njwilliams3@cps.edu	No Access
Kanika Traywick-Glover	Teacher	kstraywick@cps.edu	No Access
Renee Sherrod	Counselor		No Access
Miyoshi Brown	Assistant Principal	mascar-luck@cps.edu	Has access
Mikal Clay	Dean		No Access
Patricia Styles	PE Teacher		No Access
Valerie Bryant	Tech Co		No Access
Rosa Davis	Community Rep		No Access
Terressa Hunter	Parent		No Access
Makayla Acevedo	Student		No Access

Team Meetings

Date	Participants	Topic
01/13/2020	Fabiyi, Williams, Glover	

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

- 2 - Leadership for Continuous Improvement
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** It is evident that there is limited teacher voice and input to system of teaching and learning. There are gaps in follow through and implementation of systems with fidelity. Teachers participate in instructional walks and present information/skills/strategies back to their colleagues. Surveys are given to gauge and gather teacher feedback, perceptions, and concerns. Data dives are used to analyze problems of practice, areas of concern, and instructional planning.
- 3 - Structure for Continuous Improvement
 - 2 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
 - 2 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
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Grade Level Clusters are differentiated for grade bands and professional learning is aligned to school and Network instructional foci. Teacher Leaders attend Summits and Network lead professional developments and present the learning back to peers. DL team attends specialized trainings DL

Team host bi-weekly meetings that addresses emerging needs and supports for Diverse Learners. 5E Survey Strong for Collaborative Teachers, Weak for Supportive Environment, effective leaders is neutral. Time allocation for grades to have collaborative meeting time.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 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
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:** Scope and sequence was unevenly utilized. Sustainable grant provided opportunities for real life learning. Multiple curriculum sources are used and may cause confusion.
- 2 - Instruction
 - 2 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
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 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:** There are missing opportunities for cycles of reteach methods. Objectives are often posted, but may not be articulated throughout the lesson. Lack of meta-cognitive skills build to foster students ability to self monitor.
- 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
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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

- 2 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
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 4 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
- 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:** 1. Edulastic is used for interim assessments 2. Students receive color-coded BAGS reports weekly for On-Track/Off-Track status 3. All ELL students assessed 4. MRF is used for Progress Monitor 5. RIM completes DIBELS 6. CLI is completing BAS
- 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)
 - 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)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 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)
 - 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)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 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)
- 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)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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:** 1. Resources were acquired to address highest deficit areas (Foundation, CLI, RIM) 2. Afterschool and during school intervention available for Tier 2& 3 students 3. Onsite training for intervention through Scholastic 4. Foundations PLC 5. Foundations Camp 6. Host monthly FACE activities 7. Pancakes with the principal 8. Clinical support for families 9-5 9. Parent Fundamentals Courses 10. MTSS CIWP Focus 11. Wellness Theme in Core Values
- 2 - 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

- 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:** 1. 100% of 8th choice in high schools 2. Monthly excursions 3. College tours 4. Technology courses daily 5. Fine Arts courses daily 6. Young Women's Tech Group 7. Lego Club 8. Robotics Club 9 Met Tech Club 10. Girl Science Camp 11. Students engage in Naviance weekly

Quality and Character of School Life

- 2 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Social Emotional Learning classes which build relationships, interpersonal skills/strategies, and conflict resolution provided by counselor. SEL not implemented with fidelity in K-4. Behavior Health Team meets bi weekly and targets students of high need/incidence 5E indicates weak in safety in and around the school & weak with safe and supportive with High Expectations
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 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:** Discourse and student agency, authority, and Identity is knitted into the framework for instruction. Middle school students participate in My School, My Voice survey. Student council has limited opportunities for student input protocols, culture & climate, peer adjudication, peace circles or peer review.
- 2 - Physical and Emotional Safety
 - 2 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)
 - 2 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:** Universal behavior matrix created but unevenly implemented. Tier I expectations are unevenly communicated by students and staff. Behavior

expectations are not posted throughout the school and referenced daily.
Transitions consume instructional time.

- 3 - Supportive and Equitable Approaches to Discipline
 - 2 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:** Culture and Climate has been trained with multiple ways to deescalate students in distress/conflict Protocols and practices to maintain safety and order are not consistent. Menu of supports are unevenly used to support students with behavior redirection According to 5E survey, teachers indicate families are not engaged with behavioral supports
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 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)
 - 2 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:** Classroom DOJO is used to document celebrations and corrective behavior. Newsletters are published weekly. PAC is in place. Teacher/Parent communication is mainly one-way.

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: Curriculum	0

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Quality and Character of School Life: Physical and Emotional Safety	4
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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: 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	Depth and Breadth of Student Learning and Quality Teaching: Instruction 2nd Grade Reading and Math Attainment
Root Cause 1	Lack of using progress monitoring data to inform and make adjustments to instruction.
Area of Critical Need 2	Depth and Breadth of Student Learning and Quality Teaching: MTSS Small Group implementation, monitoring, and adjustments

Root Cause 2	Gaps in understanding and implementation of MTSS and its structure.
Area of Critical Need 3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading
Root Cause 3	Lack of consistency in creating differentiated tiered assessments to inform instructional next steps
Area of Critical Need 4	Quality and Character of School Life: Physical and Emotional Safety
Root Cause 4	Lack of a consistent and stable positive behavior intervention system that supports the social emotional learning of all students. Inconsistent expectations of course the school environment.

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 Attainment Percentile - Reading (Grade 2) Students' attainment is 16th %ile. Which leads to 2/3rd of the 2nd grade being identified as needing Tier II and Tier III interventions.	African American		26.00	34.00
	Overall		26.00	34.00
SQRP: National School Attainment Percentile - Math (Grade 2) Students' attainment is 2nd %ile. Which leads to 2/3rd of the 2nd grade being identified as needing Tier II and Tier III interventions.	African American		25.00	35.00
	Overall		25.00	35.00
Vision: Attendance Rate Student attendance has decrease each year for 3 consecutive years. Falling from 97% to 94%	African American		95.00	95.50
SQRP: National School Attainment Percentile - Math (Grades 3-8) According to NWEA data, The school ranks at the 17th %ile, are far from the threshold	African American		25.00	34.00
	Overall		25.00	34.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
for College to Career readiness. There are currently 63 students in grades 3-8 that receive Tier III interventions. There are 49 students who receive Tier II interventions.				
SQRP: National School Attainment Percentile - Reading (Grades 3-8) According to NWEA data, The school ranks at the 21st %ile, far from the threshold for College to Career readiness. There are currently 25 students in grades 3-8 that receive Tier III interventions. There are 46 students who receive Tier II interventions.	African American		30.00	40.00
	Overall		30.00	40.00

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 Moderately Organized 3				4.00	4.00

Custom metrics (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
5 Essentials Scale 5 representing Well Organized, 4 representing Organized, 3 representing Moderately, 2 representing partially organized and 1 representing Not Yet Organized.	3.00				

Strategies

Strategy 1

If we do...	We develop and design professional learning plans that embeds cycles that focus on the usage of progress monitoring data to inform and make adjustments to instruction.
Then we see...	integration of formative assessments that frames teachers' instructional practices based on analysis of current student data.
which leads to...	student NWEA attainment at the 34th %ile reading 2nd grade, 35th %ile for 2nd grade math, 40th %ile for reading 3-8, and 34th %ile for math 3-8.
Budget Description	interim assessments, coaching and monitoring instruction, collaborative planning periods, assessment team, data consultants/coaches, professional development
Tags	Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Informational observations, peer observations, learning walks Coaching around core and small group instruction Build a best practices instructional resource library for teacher Coaching on lesson plan development, curriculum maps, unit plans <p>Tags:</p>

Strategy 2

If we do...	Establish and develop a cross-disciplinary/mixed grade band MTSS Team to manage the delivery of services, strategies and documentation.
Then we see...	teachers implementing the problem solving process with fidelity to plan high-quality and research-based Tier 2 and Tier 3 instruction and interventions
which leads to...	A reduction of 67% of our students requiring tier 2 & 3 academic and SEL supports to 55%.
Budget Description	coaching and monitoring instruction, collaborative planning periods, assessment team, data consultants/coaches, professional development, progress monitoring tools, platform, and materials, professional library, teacher resource materials/station
Tags	MTSS
Action steps	<ul style="list-style-type: none"> (Not started) The development of student-centered learning environments that reflect an array of teaching approaches across all tiers utilizing tailored interventions and services. These research-based interventions and services will address the academic and social emotional learning of all learners across school environments <p>Tags:MTSS</p> <ul style="list-style-type: none"> (Not started) Provide PD on MTSS; its structure and purpose. Revise MTSS protocols Develop a progress monitoring cycle Identify and acquire SEL intervention materials to support Tier 2 and Tier 3 students Development of a Team Identify and acquire intervention materials to support Tier 2 and Tier 3

	<p>students Create a MTSS Menu of Interventions Host coaching sessions of tiering students Host how to develop personal learning plans sessions for staff Identify and/or develop competency-based assessments Create a calendar for workshops, team meetings</p> <p>Tags:MTSS</p>
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Strategy 3

If we do...	Create/identify and utilize tiered assessments that correctly identify specific gaps and shifts in literacy and mathematics in teacher created or selected assessments.
Then we see...	teachers working together to build common assessments, student protocols and analyzing student work
which leads to...	Lead to movement from neutral in ambitious instruction to strong and SQRP attainment goal.
Budget Description	Assessment platform and materials, professional development, sub coverage, extended day pay, consultants.
Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) develop a cross grade assessment team design assessment calendar build and design assessments utilize BAG reports to communicate with parents <p>Tags:Assessment: Balanced Assessment and Grading</p>

Strategy 4

If we do...	provide a framework for positive behavior throughout the school based on shared values and expectations
Then we see...	teachers share expectations, redirect unscholarly behavior and implement with fidelity Restorative Approaches to Discipline for positive behavior
which leads to...	moving from Neutral to Strong in the area of Supportive Environment which will increase the Five Essential rating from Moderately Organized to Organized.
Budget Description	Positive behavior program/training, consultants, professional development, behavior management materials/training/coaches, staff member allocated to student culture
Tags	Physical and Emotional Safety
Action steps	<ul style="list-style-type: none"> (Not started) Coaching on the implementation of a PBS Develop a PBS Team Identify and implement a PBS program Professional Learning Library for Teachers SEL Library for students and staff Develop a mentoring program Create a PBIS Store Develop a Behavior Matrix Identify a Culture/Restorative Coordinator

	<p>Define/Create a description for a Culture/Restorative Coordinator Develop shared values and expectations amongst staff, students, parents and the community Develop monthly shared readings and discussions on areas that focus on SEL core competencies Develop school motto Develop student-led advisory committee Host anti-bullying initiative</p> <p>Tags:</p>
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Action Plan

Strategy 1

Informational observations, peer observations, learning walks Coaching around core and small group instruction Build a best practices instructional resource library for teacher Coaching on lesson plan development, curriculum maps, unit plans

Jul 01, 2020 to Jul 01, 2020 - Admin Team ILT Team

Strategy 2

The development of student-centered learning environments that reflect an array of teaching approaches across all tiers utilizing tailored interventions and services. These research-based interventions and services will address the academic and social emotional learning of all learners across school environments

Jul 01, 2020 to Jun 30, 2021 - Admin ILT Team MTSS Team Teacher BHT

Provide PD on MTSS; its structure and purpose. Revise MTSS protocols Develop a progress monitoring cycle Identify and acquire SEL intervention materials to support Tier 2 and Tier 3 students Development of a Team Identify and acquire intervention materials to support Tier 2 and Tier 3 students Create a MTSS Menu of Interventions Host coaching sessions of tiering students Host how to develop personal learning plans sessions for staff Identify and/or develop competency-based assessments Create a calendar for workshops, team meetings

Jul 01, 2020 to Jun 30, 2021 - admin ILT MTSS Team BHT

Strategy 3

develop a cross grade assessment team design assessment calendar build and design assessments utilize BAG reports to communicate with parents

Jun 23, 2020 to Jun 30, 2021 - teachers ILT team Assessment team

Strategy 4

Coaching on the implementation of a PBS Develop a PBS Team Identify and implement a PBS program Professional Learning Library for Teachers SEL Library for students and staff Develop a mentoring program Create a PBIS Store Develop a Behavior Matrix Identify a Culture/Restorative

Coordinator Define/Create a description for a Culture/Restorative Coordinator Develop shared values and expectations amongst staff, students, parents and the community Develop monthly shared readings and discussions on areas that focus on SEL core competencies Develop school motto Develop student-led advisory committee Host anti-bullying initiative

Jun 23, 2020 to Jun 01, 2022 - admin team teachers BHT

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.

At the beginning of the year, the school performed a needs assessment survey utilizing NWEA/MAP data and other metrics for primary that informed instructional planning. The school also surveyed parents/community with MFS to gather and collect data around mental health & wellness, nutrition, and other resourced needs.

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

After-school intervention, MTSS, strategic grouping and data/small group, balanced assessment and grading, and teacher professional development

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.

Students are monitored using various data points throughout the year using formative assessment, plan strategic groups for MTSS and supports.

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).

Partnerships with BAM
Behavior Health Team
Counseling and Therapy with Metropolitan Family Services

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

Identify vacancies, target ideal candidates with leads from colleagues, screen applicants

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 reads that are aligned to CIWP strategies/areas of focus, Network and district professional development, professional development aligned to curriculum materials and assessments

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

Strategic partnerships with CLI assists with parent literacy nights, MFS supports instructional theme based family nights, parent workshops

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.

Step up to kindergarten
parent informational sessions

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.

ILT, collaborative planning, GLC, and instructional rounds

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.

After-school instructional support, frequent assessment cycles with individualized instructional planning

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.

Full compliance with all programs

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.

Parents are invited to the LSC and are encouraged to join PAC. Monthly parent engagement sessions are also used to garner parent support and amplify parent voice.

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

School host two State of the School Addresses. Principal reports are given monthly at LSC. Monthly parent engagement sessions are also used to garner parent support and amplify parent voice.

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.

School host two State of the School Addresses. Principal reports are given monthly at LSC.

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.

Parents are given NWEA/MAP reports with after every testing administration. These reports are sent home or distributed during Parent/Teacher conference.

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.

Letters will be sent home.

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.

Parents are given NWEA/MAP reports with after every testing administration. These reports are sent home or distributed during Parent/Teacher conference. Parents will also receive BAG reports at least twice a month.

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.

Student assessment reports, quarterly celebrations, Monthly/bimonthly workshops

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.

Parents as Partners will be a campaign that will encourage teachers to foster deep connections with parent to reduce student struggles, build community and engagement, and improve overall relationships as it is measured in 5E.

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.

ECE parents as room parents and volunteers, parents will also have support from external partners (Reading in Motion, Chicago Literacy Initiative)

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.

Materials will be translated if needed.

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.)

We will develop the scholarship, talent, and leadership in every member of our community by providing the complete learning experience.

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.

Traditional parent conferences will be held unless we are virtual.

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

Students will be given BAG (Behavior Academics Grades) reports weekly or biweekly

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

Teachers are available during 4/5 preparation periods.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are encourage to participate as Room Parents, field trips, and various outings/programs.

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

Aspen (Parent Portal), BAG Reports, class DOJO

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

LSC and PAC are used to make decisions

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).

Student advisory and student government

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.

September 2020 Homecoming and Re-engagement
 October School-Wide Reading Program
 November College to Career Pathway
 December HS Forums
 January STE(A)M Focus Family Night
 February Cultural Heritage and Goal Setting
 March Attendance Challenge
 April Self Awareness and Mental Health
 May Strong Finish and Wellness
 June/July/August Reflection and Summer Planning

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.	\$1000.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$633.00
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)	\$100.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$300.00
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.	\$100.00
53510	Postage Must be used for parent and family engagement programs only.	\$45.00
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.	\$354.00