

Mount Vernon Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
09/26/2019	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner, Tourville, Hammons, Jones	Modeling/ training of ILT to lead SEF Gap Analysis Protocol with GCT.
10/10/2019	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner	Report out from ILT leads: Rigorous Student Tasks
12/05/2019	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner, L. Robinson	Report out from ILT and Team Leads: *Balanced Assessment & Grading *MTSS *Parent Partnership *Relational Trust *Safety & Order
01/16/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner	Report out from ILT and Team Leads: *Curriculum *Instruction *Restorative Approaches to Discipline

Date	Participants	Topic
01/30/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner, Tourville	Report out from ILT and Team Leads: *Culture for Learning *Professional Learning Student Leadership Team: *Student Voice, Engagement & Civic Life *Transitions, College & Career Access and Persistence
02/06/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner	ILT conducts SEF Gap Analysis Protocol: *Instructional Leadership Team *Leadership & Collective Responsibility *Instructional Materials *Aligned Resources
02/11/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal	Root Cause Analysis: Student Engagement: Priority #1
02/20/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal	Development of GCT Agenda for ILT Leads: Student Engagement - Root Cause Analysis
03/18/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner, Tourville, Hammons, Jones	Virtual: Root Cause Analysis: Priority #2: 2nd Grade Attainment
03/25/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner, Tourville, Hammons, Jones	Virtual: Root Cause Analysis: Priority #3: 3rd- 8th Grade Math Growth & Attainment
04/21/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner, Tourville, Hammons, Jones + ALL PK-8 TEACHERS	Virtual: Action Item development for Priority #1: Student Engagement
05/01/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner, Tourville, Hammons, Jones + ALL 3-8 MATH TEACHERS	Virtual: Action Item development for Priority #3: 3rd-8th Math Growth & Attainment
05/06/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner, Tourville, Hammons, Jones + ALL K-2 TEACHERS	Virtual: Action Item development for Priority #2: 2nd Grade Attainment
05/08/2020	Davis, Lipsett, Reidy, Wood, Bobo, O'Neal, Garner, Tourville, Hammons, Jones	Virtual: Action Item review and finalization prior to submission

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.

- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** The school vision is shared during the state of school address as well as at all staff, PAC & LSC meetings. Our relevant 5 Essentials Ratings were STRONG in the following areas: Program Coherence, Effective Leaders, and Collaborative Teachers. The SEL/Wellness team meets regularly to identify and discuss student social and emotional / behavior concerns and determine supports and interventions. Our implementation of Growth Hour includes teachers teaching instructional groups that are not solely their own students. Each instructional group is comprised of various students across grade levels. During after school boot camp teachers have a variety of students across grade levels for instruction, not just their own students. We have a structured MTSS data collection protocol and process for implementation of interventions. We have male mentors working with 7th/8th grade male students. Teach backs from network PD has allowed teachers the opportunity to lead professional development within the school. We've provided the opportunity of peer observations across subject areas and time for debriefing and developing next steps and action items. Teachers present their data analysis and action plans during school-wide data meetings.
- 4 - Structure for Continuous Improvement
 - 4 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
- 4 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:** Our 5 Essentials Rating for Collaborative Teachers rated STRONG. Our SQRP rating is 3.2 with 54.1% of students meeting or exceeding National Average Growth Norms. Our PLC's are grouped by subject areas allowing for vertical discussions and professional development was designed to be focused on the instructional needs of our school. We've implemented small group math instructional centers allowing for collaboration amongst students. Admin holds individual/ differentiated conversations with teachers wanting to gain or obtain instructional strategies. Our staff attends network summits with a cycle of teach back, safe practice, peer observations and debriefing. Our staff attends quarterly Network Professional Development. Our staff engages in PD offered through partnerships: Earth Force, Mighty Acorns, Amplify, Elevate. Our staff attends Reparations Won and Facing History PD. We've created schedules and opportunities for Peer Observations upon request/ as necessary. We encourage safe practice on implementation of new strategies acquired from teach backs. Mentors are assigned to new teachers within the building. REACH feedback provides specific and actionable items with follow-up monitoring scheduled.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** -Teachers follow the Network Scope & Sequence. -Quarterly school-wide units have been developed (Science/Social Studies/SEL/Health) and implemented. -A school-wide novel study has been implemented with Student Task Analysis protocol in place at content PLC's. -The SOLVE strategy has been implemented school-wide with grade bands responsible for submission of evidence monthly. -The first 20 days Math/Reading was implemented with fidelity by all teachers. -Spiral review of grade level skills occur in every classroom. -A cycle of 5 week assessment administration, analysis, and instructional actions has been implemented school-wide in Reading and Math. -Essential questions for unit planning are required and evident. -Small group instruction is evident in lesson plans and in the classroom, and is data-informed. -MTSS support is provided with extra staff in all primary classrooms. -Differentiated technology/ software utilized in every classroom. -Lesson exit tickets are daily practice in all classrooms. School-

wide projects have been implemented such as Christmas around the World presentations and International Fair. STEM challenges led by upper grade students occur monthly school-wide. Knowing students' strengths and weaknesses to plan accordingly is expected and taught through SEL and personalized learning. Whole group instruction occurs based on pacing guide. Partnerships with Mighty Acorns and Earth Force allows for field study experiences and environmental stewardship opportunities.

- 3 - Instruction
 - 4 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
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 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:** -Teachers use DOK in lesson planning. -Math lesson plans name Concepts of Rigor. -Teachers administer MARS Tasks to introduce unit, then analyze to inform instruction. -Teachers use Network pacing guides for reading, math, science, and social science. -Reading teachers create theme based and novel study units. -STRIDE formative assessments administered every 5 weeks with data analysis that informs instruction. -Staff participate in EOY, BOY, MOY data analysis sessions and implications for small group instruction, then action plans are developed. -Admin/teacher and teacher/student data talks and goal setting occur following large-scale assessments. -Weekly lesson plans show evidence of multiple strategies used during instruction including: -Think alouds -Read alouds -Teacher Modeling -Videos -Powerpoints -Academic Games -Student teach backs to peers
- 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
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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

- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 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:** Our school uses a variety of assessment tools for teachers to use to provide a more comprehensive picture of each individual learner. For example, 5 week Stride Assessment; exit tickets; weekly stride assessment, MARS task Go math online exit ticket (3 questions) practice quiz (10 questions) Written response Scholastic running record (Reading) Freckle benchmark assessment and common core aligned quiz MARS Task MTSS pull out Moby Max placement test TA Tier 2, 3 small groups push in (Ms. Cutts) In class small group instruction Use of learning continuum for personalized learning goal and individual learning goal sheet using IXL, Mappers Read aloud option (online assessments) Test in small group Adjustments are made according to student IEP recommendations and accommodation. Teacher created assessment Assessment samples are provided after each unit in Go Math and Engage NY lessons with key shifts in math Stride Assessment 5 week to 15 week data analysis NWEA data is used to track student progress as well as Stride Individual classroom data wall Personalized student create learners profile on google Freckle data Khan academy +District grade system posted in each classroom. +Parent Portal +Goal Setting +Parent Teacher Conferences +Potential for Learner Profiles through LEAP to support evidence of identifying work habits , behavioral needs, and character traits. + Schoolwide Social Student unit themes. + Use of rubrics.
- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 4 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)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 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)
- 4 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:** Addressing student needs during classroom instructional time-whole group instruction 5 week assessments small groups Individualized Learning plans Technology: mobymax, freckle, etc Differentiation Peer buddies Classroom are

being converted to personalized learning rooms Using Google drive/classroom Data conversations. BOY/MOY/EOY goals Higher Level has more independent and lower level more guided work Providing flexible groups in the classrooms. Choice menus Use of online curriculum-Khan, GoMath Naviance for 6/7/8 grades Student led conferences in 6/7/8 Teachers trained in Second-Step & Bullying Intervention Monthly SEL focus Quarterly SEL assemblies Incorporating SEL standards in lesson plans across contents Guidance classes School teams focused on SEL needs Use of outside programming (mentoring) Calm corners Common school-wide strategies and language to support SEL needs School and class attendance incentives Analysis of on/off track data Tracking of attendance patterns Personal learning plans for students below C avg Use of support staff to address instructional needs (push-in/pull-out) Spiral review in lesson plans Completion of survey/questionnaires from RSP Tracking tools for academic and behavioral concerns Use of technology programs that are closing instructional gaps Written classroom intervention plans Utilizing instructional coaches and their resources Summer school Step-Up program Boot camp Creation of PM resources/schedule (primary) Lack of evidence of?.. Updated Menu of Interventions needed Consistency/adoption of PM tools Referral system

- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Grade to Grade Transitions have procedures in place. At the end of each school year, all students get to spend a day with next year's teacher. Teachers collaborate with each other to ensure preparation. Transitions from 8th Grade to H.S. are led by School Counselor. All records are transferred to the appropriate institution. Counselor fills out Google Doc and/or attends Network Meeting with High School Representatives to provide further information about Mt. Vernon students. All students in grades 6th thru 8th grade participate in The Success Bound Program which focuses on transitions to H.S and college. Students at all grade levels K-8 receive ongoing guidance lessons from School Counselor which have a career focus. Grades K-5 were given an interest inventory and a bulletin board was created with pictures and information about the most popular careers chosen. Grades 6-8 Participate in the Success bound Program which has a large focus on Careers and the pathways taken to achieve in those fields. A lesson from upper grade students to lower grade students will also be delivered in the Spring on College and Career Awareness. A Career Fair will be held in our Gymnasium in May of 2020. All of our 8th Grade Students have seen the documentary ?Select-ED? which was presented at Whitney Young High School and focuses on Equity, Access, and Perseverance to not only get into, but make it through high school. Mr. Tourville will also be showing a documentary series to students in grades 6-8 during the month of February which focuses on Equity and Access. Teachers in all grade levels have included this topic into their curriculum. Administration is very good at closing the gap awareness aimed at making sure the playing field is level for everyone. Mt. Vernon goes above and beyond in this

category. We have an 8th grade parent night in the fall which prepares families for using the GoCPS System and familiarizes them with the high school application process. In terms of high school selection, our school counselor meets face to face with each 8th grade family to assist them with making high school selections. Counselor creates a spreadsheet and shares high school choices with the teachers so that they can be aware and involved. The Success Bound Program also prepares 6th and 7th Graders to the high school application process. Students are introduced to GoCPS as early as 6th grade. Several research activities help students find the right fit for them.

Quality and Character of School Life

- 4 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 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:** MTSS, Check-in, check-out, Mentoring programs, SEL daily instruction, Boys Club, ClassDojo, Guidance classes with Mr. Tourville, SEL daily instruction, Restorative justice practices, There are staff trained in peace circle, Awards assemblies , Attendance incentives, SEL classes, Morning meetings, Guidance class, Peace circles, Counselor giving a presentation on documentary series that focuses on equity for students of color - America Transgender training, Ideas of social equity embedded in curriculum, Cyber bullying & Anti Bullying Curriculum, Mosaic training - Adult SEL, Staff Social club, Birthday club, Leadership in Me training, All staff are on at least one team dedicated to school improvement, Professional exchange of ideas; grade level cycle team meetings, various professional development initiatives, Developing of counseling program
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** Beta Club expected to complete service project Research/ visit/ interaction with Senator Justin Slaughter and Supt. Eddie Johnson Some teachers use debate as activity in ELA and S.S. Students express beliefs through writing after guided exploration of controversial issues Chicago Children's Choir/ Beta Club trip to senior center - spreading cheer through song and gifts - Community Engagement Food Drive participation Leukemia - students raising penny's Toys for Tots participation Some teachers hold talking circles giving students opportunities to share perspectives My Voice My School Survey completion/ responses analyzed and action plan created 6th-8th Earth Force - development of environmental service project 3rd-5th Mighty Acorns / field experiences/

participation as environmental stewards After School All Stars - programs designed based on student-interest Girl Scouts - expected start date in March 8th grade Class officers - student-elected

- 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:** Student Safety Survey is given. Students are able to express their safety concerns. Some feel unsafe outside of the building. Safety Concerns are reported to administration. All events are then put into ASPEN. Ongoing issues are addressed by Leadership Team. Clear Procedures have been put in place by Administration for all transitions including lunch. Mr. Tourville spent his first two weeks of guidance lessons with every grade level working on transitions and noise level. Numerous posters showing voice levels. Students are rewarded in many ways for positive behavior. Students are issued Class Dojo Points for positive behavior. These points are used to determine awards and recognitions that are given at S.E.L. Assemblies and in Classrooms. Character Awards. All Teachers have classroom management plans and post Classroom and school rules. Staff member use class dojo And student logger to interact with each other and with Parents. Student Council Members allow each classroom to Complete surveys and to discuss solutions for any Issues. Those issues are then brought to administration By Mr. Tourville. Mr. Tourville's Classroom Guidance Lessons and Ms. Garner's S.E.L. Lessons are specifically designed to teach students about their emotions and their ability to manage behavior. Mt. Vernon has not suspended any students during the 2019/2020 school year. A proactive and restorative approach Is used. -Second Step in classrooms. -Anti-Bullying Curriculum Administration has clearly outlined that level 1 and 2 behavior Infractions must be handled within the classroom. A level 3 or higher infraction a call is made for security and admin Will intervene. This was reinforced yesterday with a pink Flyer given to all teachers.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Staff uses Class Dojo to send positive messages to parents and students are given points for positive behavior and accomplishments using that same system. Our routines such as transitions and classroom expectations are posted throughout the building. Teachers and School Counselor consistently reteach the expectations and reward students for following guidelines. Students are awarded throughout the year at assemblies and are given the opportunity to participate in

special events if they demonstrate positive behavior. Ms. Garner and Mr. Tourville conduct weekly guidance classes with all grades where the S.E.L. Competencies are taught and practiced. Mr. Marshall incorporates Second Step into his Health Lessons. All teachers use Second Step and have a Calm Corner within their classroom. We host quarterly S.E.L. Assemblies and students are recognized at those assemblies. The S.E.L. team meets Bi-Weekly to discuss and new ideas and changes that need to be implemented in our school. Mt. Vernon strongly believes in using a restorative approach to discipline. So far during the 2019-2020 School Year, Mt. Vernon has issued zero out of school suspensions. Mt. Vernon has several staff members that are trained in Peace Circles and these staff members are utilized to help students take ownership of their wrong doings and make peace vs. dishing out punishment. Mr. Tourville runs an anger coping group and a boys mentor group after school which takes a proactive approach to controlling emotions and keeping peace. Other restorative practices include Hip Hop DeTox and Southside Help Center Reach program.

- 3 - Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 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)
 - 4 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:** +Morning greeters. + Welcoming office staff. + Teacher availability at dismissal. +Parent Cafe + School marquee +Class Dojo + Schoolwide Flyers +Social Media +Black History Program +International Day +S.E.L Assemblies +Harvest Days + Honors Days +CLI Family Reading Day +Family Engagement Day - STEM multiple opportunities for parents to ask questions, raise concerns, and give feedback:+Parent Report Card Pick Up + Class Dojo + LSC Meetings + PAC Survey +My Voice My School +State of School Address +Parent Cafes +Learning Garden + STEM Days + Spooky Hallway /Trunk or Treat +Mega Events -Opportunity for parents to be more engaged in class/in school projects. (invites from teachers) Volunteering sign up limits this. -Opportunities for parents to be involved out of school. (Work at home/ cutting, etc) We see this with our sports teams, but not in other areas. +Parents are given school wide goals for grade levels. + Goal Setting + District Grade level policy is shared. -There is an opportunity for parents to be given more exemplars of what meeting the standard looks like. +Active P.A.C - NO parent ?teams.? + Coat Angels -+ Turkeys from alderman office. - + Homeless Program - + Fundraising Events -+ Vision / Dental -+Canned Goods Drive -+Toy Drive
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School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	There is Low or Lack of Student Engagement
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Root Cause 1	Teachers' lack of knowledge around student engagement; lack of planning for student engagement; Classroom structures do not promote student engagement.
Area of Critical Need 2	Less than 35% of Second grade students in math are meeting attainment targets and less than 55% of second grade students in ELA are meeting attainment targets on the EOY NWEA Assessment.
Root Cause 2	Lack of structure/protocol for vertical teams to solidify benchmarks for each grade level and identify gaps between standards. Progress monitoring tools are not utilized effectively or with fidelity.
Area of Critical Need 3	Less than 50% of 3rd - 8th grade students are meeting EOY growth targets or attainment measures in Math.
Root Cause 3	Teachers aren't unpacking the standard to plan conceptual learning opportunities with updated resources/ strategies nor are they implementing an effective cycle of assessment.

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 - Math (Grade 2) Our second grade students consistently perform poorly on EOY MAP assessment. Identifying this group as a critical area of need will allow us to identify and address strategies to implement for achievement.	African American		40.00	45.00
	Students with IEPs		28.00	30.00
SQRP: National School Attainment Percentile - Reading (Grade 2) Our second grade students consistently perform poorly on EOY MAP assessment. Identifying this group as a critical area of need will allow us to identify and address strategies to implement for achievement.	African American		50.00	55.00
	Students with IEPs		10.00	20.00
	African American		55.00	57.00

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 - Math (Grades 3-8) Our 3rd through 8th grade students are not making adequate gain year after year in order to meet end of the year growth targets.	Students with IEPs		88.00	90.00
Vision: Attendance Rate Every year we struggle with our attendance rates. Continued focused on this metric is necessary	Overall		95.00	96.00
	Students with IEPs		95.00	96.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We want to ensure that we maintain the rating of well organized. In order to keep this rating, it is necessary for us to unpack the survey to identify areas that we are trending weak and create an action plan to address those areas.				5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	Invest in professional development, curriculum, and materials that are aligned to support instructional practices that promote personalized learning
Then we see...	Teachers implement instructional practices and structures that allow for students to experience learning that is relevant, challenging, contextualized, and designed for their individual needs, strengths, and interests
which leads to...	An increase in positive student engagement including student to student trust and peer mentoring which leads to an increase in student agency, persistence and achievement to be reflected in an increase on the 5 essentials survey.
Budget Description	Personalized Learning: Conferences, furniture, coaching, technology
Tags	Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused
Action steps	<ul style="list-style-type: none"> • (Not started) Create school-wide definition of student engagement; Create evidence-based observation checklist of classroom structures that promote student engagement. Tags:Structure for Continuous Improvement • (Not started) Schoolwide implementation of Levels of Autonomy Tags:Personalized Learning: Learner Agency • (Not started) Schoolwide implementation of Student Learning Plans/Choice board/ Playlists. Within plans, students own and analyze their academic and SEL data. Tags:Personalized Learning: Learner Focused • (Not started) Schoolwide implementation of Learner Profiles & protocol for how we use these profiles to develop student individual learning plans/choice boards. learner profile that includes: A ?BIG? goal - what they want to be when they grow up Their interim assessment data (track and monitor) Goals based on academic data (track and monitor) Attendance data (track and monitor) A monthly SEL goal (track and monitor) Information about their home life, interests, and learning preferences based on interest surveys and a page that tracks & monitors their conferences Tags:Personalized Learning: Learner Focused • (Not started) Develop and post school-wide accountable talk stem posters in every classroom. Provide professional development to demonstrate what they are; how to use them during instruction; and how to teach students how to use them. Schedule teacher weekly/monthly room visits for support and check for implementation of strategies,

	<p>Tags:Personalized Learning: Learner Agency</p> <ul style="list-style-type: none"> (Not started) Professional Development - Kagan Strategies <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) Create a schoolwide calendar of strategies for all teachers to follow. ?Strategy of the month!? This initiative will be led by teacher teams or partners. <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) Develop and implement a schoolwide protocol for student led report card distribution. Students identify their strengths and growth areas. <p>Tags:Personalized Learning: Learner Agency</p>
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Strategy 2

If we do...	Use common planning time to develop student/task analysis protocols; vertical alignment; and learning targets that drive effective instructional decisions and high quality teaching
Then we see...	Teachers identifying, developing and implementing tasks and assessments aligned with common core standards in reading and math
which leads to...	Students being exposed to grade level instructional activities so that 50% or more of second grade students will meet attainment targets in Reading and Math on the end of the year NWEA.
Budget Description	Substitute coverage for vertical team planning, Reading and Math Coaches, attend CCSS standards institute, supplemental or new curriculum material- Engage New York for math, Expeditionary Learning for ELA, software/technological resources, DIBLES/TRC and mClass progress monitoring assessment tools.
Tags	Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: PreK-3 Assessment, Literacy: Shift 2-Leveraging Data to Close Gaps
Action steps	<ul style="list-style-type: none"> (Not started) Identify common Reading and Math instructional material that will be implemented school-wide (ex: Eureka Math, Expeditionary learning for reading, words their way for vocabulary development, heggerty for phonemic awareness). Create a school-wide progress monitoring calendar including classroom visits to ensure fidelity of implementation and use. <p>Tags:Curriculum</p> <ul style="list-style-type: none"> (Not started) Vetting and purchase of Progress Monitoring tools to assess reading and math learning gaps (ex: TRC, DIBLES, mClass math, MobyMax). Implement a

	<p>data driven assessment cycle by developing a progress monitoring schedule, reteach and/or enrichment plan.</p> <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> • (Not started) Implement Primary Growth hour/RIT band instruction into weekly/daily schedule for student intervention or enrichment. <p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) Hire Miscellaneous employees to serve in the primary classrooms to help facilitate instruction. <p>Tags:Equity: Resource Equity</p> <ul style="list-style-type: none"> • (Not started) Focused Grade cycle team meetings dedicated to planning vertical alignment instruction and unpacking CCSS math and reading standards and data analysis. Implementation of student work protocol that focuses on authentic rigorous tasks <p>Tags:Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> • (Not started) Schedule teacher weekly/monthly room visits to observe alignment, instruction, and strategies. <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (Not started) Implement structured small group instruction daily in all classrooms for Math and Reading. Monitor the implementation frequently and provide praise & push feedback. <p>Tags:Instruction</p>
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Strategy 3

If we do...	Provide professional development for teachers to unpack common core standards and curriculum resources; plan for instruction and cycle of assessment
Then we see...	Teachers focused on teaching the significant mathematical ideas and concepts at the unit level and using grade level appropriate strategies and material
which leads to...	Students being able to solve problems, examine diverse approaches in order to deepen their understanding of mathematical ideas which leads to 50% or more of all 3rd-8th grade students meeting growth Math targets on the end of the year NWEA.
Budget Description	Substitute coverage for teacher PD, funds for Summit Standards Institute, NCTM Conferences, etc., purchase Engage New York Math Curriculum, math assessment progress monitoring platform,

Tags	Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <p>• (Not started) School-wide transition from Go Math to Eureka Math, following the pacing of the program. In addition, purchase MobyMax assessment tool which will allow students to identify the standards they have not yet mastered, serve as a tool for goal-setting and allow teachers to provide differentiated instruction based upon student needs. Develop & implement a cycle of assessment, DDI & student goal-setting protocols.</p> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Curriculum</p> <p>• (Not started) Allocate funds for teachers to attend Math Conferences, Professional development, and hiring of Math Coaches/partnerships for continued support of instructional strategies and improvement.</p> <p>Tags:Equity: Resource Equity</p> <p>• (Not started) Focused Grade cycle team meetings dedicated to planning vertical alignment instruction and unpacking CCSS math standards; development and implementation of a plan for reteaching skills not mastered by students; Implementation of student work protocol</p> <p>Tags:Math: Curriculum</p> <p>• (Not started) Lead teams in a deep dive analysis of the data after fall, winter, and spring test</p> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <p>• (Not started) Develop and provide students with a framework to talk about growth. Establish school wide protocol and schedule for teachers to hold reflection and goal setting conferences with each student.</p> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <p>• (Not started) Devote 30 minutes weekly to focus on schoolwide instruction in one strand; Students should be provided small group instruction at his/her RIT level at least once a week; Incorporate intervention block into weekly/bi-weekly schedule</p> <p>Tags:MTSS: Curriculum & Instruction</p> <p>• (Not started) Implement structured small group instruction, with fidelity, in all classrooms.</p> <p>Tags:Instruction</p>

	<ul style="list-style-type: none"> • (Not started) Teach vocabulary (each RIT level has critical vocabulary) Create expectation/ protocol for teaching the key words for the operations, academic vocabulary related to testing. For example, students need to know command words: sort, compare, order, identify, etc. Teachers should use this vocabulary and require students to explain their thinking by using the vocabulary. <p>Tags:Math: Student Discourse, Math: Curriculum</p> <ul style="list-style-type: none"> • (Not started) Partnership with Anet for Data Driven Assessment Cycle and schoolwide improvement. <p>Tags:Math: Formative Assessment</p>
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Action Plan

Strategy 1

Create school-wide definition of student engagement; Create evidence-based observation checklist of classroom structures that promote student engagement.

Apr 20, 2020 to Oct 01, 2020 - Teachers & ILT Team

Schoolwide implementation of Levels of Autonomy

Apr 20, 2020 to Oct 01, 2020 - Teachers

Schoolwide implementation of Student Learning Plans/Choice board/ Playlists. Within plans, students own and analyze their academic and SEL data.

Apr 20, 2020 to Oct 01, 2020 - Teachers

Schoolwide implementation of Learner Profiles & protocol for how we use these profiles to develop student individual learning plans/choice boards. learner profile that includes: A "BIG" goal - what they want to be when they grow up Their interim assessment data (track and monitor) Goals based on academic data (track and monitor) Attendance data (track and monitor) A monthly SEL goal (track and monitor) Information about their home life, interests, and learning preferences based on interest surveys and a page that tracks & monitors their conferences

Apr 20, 2020 to Oct 01, 2020 - Teachers

Develop and post school-wide accountable talk stem posters in every classroom. Provide professional development to demonstrate what they are; how to use them during instruction; and how to teach students how to use them. Schedule teacher weekly/monthly room visits for support and check for implementation of strategies,

Apr 20, 2020 to Oct 01, 2020 - ILT Team

Professional Development - Kagan Strategies

Apr 20, 2020 to Oct 01, 2020 - Administration

Create a schoolwide calendar of strategies for all teachers to follow. "Strategy of the month!" This initiative will be led by teacher teams or partners.

Apr 20, 2020 to Jun 30, 2021 - ILT / GCT Teams

Develop and implement a schoolwide protocol for student led report card distribution. Students identify their strengths and growth areas.

Apr 20, 2020 to Oct 01, 2020 - ILT Team

Strategy 2

Identify common Reading and Math instructional material that will be implemented school-wide (ex: Eureka Math, Expeditionary learning for reading, words their way for vocabulary development, Heggerty for phonemic awareness). Create a school-wide progress monitoring calendar including classroom visits to ensure fidelity of implementation and use.

Apr 20, 2020 to Oct 01, 2020 - Admin/ Teachers

Vetting and purchase of Progress Monitoring tools to assess reading and math learning gaps (ex: TRC, DIBELS, mClass math, MobyMax). Implement a data driven assessment cycle by developing a progress monitoring schedule, reteach and/or enrichment plan.

Apr 20, 2020 to Oct 01, 2020 - MTSS Team, Admin, Teachers

Implement Primary Growth hour/RIT band instruction into weekly/daily schedule for student intervention or enrichment.

Apr 20, 2020 to Oct 01, 2020 - Primary Teachers, MTSS Team, Admin

Hire Miscellaneous employees to serve in the primary classrooms to help facilitate instruction.

Apr 20, 2020 to Sep 01, 2020 - Admin

Focused Grade cycle team meetings dedicated to planning vertical alignment instruction and unpacking CCSS math and reading standards and data analysis. Implementation of student work protocol that focuses on authentic rigorous tasks

Apr 20, 2020 to Oct 01, 2020 - Admin, ILT

Schedule teacher weekly/monthly room visits to observe alignment, instruction, and strategies.

Apr 20, 2020 to Jun 30, 2021 - Admin, ILT

Implement structured small group instruction daily in all classrooms for Math and Reading. Monitor the implementation frequently and provide praise & push feedback.

Apr 20, 2020 to Jun 30, 2021 - Admin, Teachers

Strategy 3

School-wide transition from Go Math to Eureka Math, following the pacing of the program. In addition, purchase MobyMax assessment tool which will allow students to identify the standards they have not yet mastered, serve as a tool for goal-setting and allow teachers to provide differentiated instruction based upon student needs. Develop & implement a cycle of assessment, DDI & student goal-setting protocols.

Apr 20, 2020 to Oct 01, 2020 - Admin, Teachers

Allocate funds for teachers to attend Math Conferences, Professional development, and hiring of Math Coaches/partnerships for continued support of instructional strategies and improvement.

Apr 20, 2020 to Sep 01, 2020 - Admin

Focused Grade cycle team meetings dedicated to planning vertical alignment instruction and unpacking CCSS math standards; development and implementation of a plan for reteaching skills not mastered by students; Implementation of student work protocol

Apr 20, 2020 to Jun 30, 2021 - Admin, ILT

Lead teams in a deep dive analysis of the data after fall, winter, and spring test

Apr 20, 2020 to Jun 30, 2021 - Admin, ILT

Develop and provide students with a framework to talk about growth. Establish school wide protocol and schedule for teachers to hold reflection and goal setting conferences with each student.

Apr 20, 2020 to Oct 01, 2020 - Admin, Teachers

Devote 30 minutes weekly to focus on schoolwide instruction in one strand; Students should be provided small group instruction at his/her RIT level at least once a week; Incorporate intervention block into weekly/bi-weekly schedule

Apr 20, 2020 to Jun 30, 2021 - Admin, MTSS Team, Teachers

Implement structured small group instruction, with fidelity, in all classrooms.

Apr 20, 2020 to Jun 30, 2021 - Teachers

Teach vocabulary (each RIT level has critical vocabulary) Create expectation/ protocol for teaching the key words for the operations, academic vocabulary related to testing. For

example, students need to know command words: sort, compare, order, identify, etc. Teachers should use this vocabulary and require students to explain their thinking by using the vocabulary.

Apr 20, 2020 to Jun 30, 2021 - Admin, Teachers

Partnership with Anet for Data Driven Assessment Cycle and schoolwide improvement.

Apr 20, 2020 to Jun 30, 2021 - Admin

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.

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

ESSA Schoolwide Program

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

The Instructional Leadership Team meets regularly to collaborate and make decisions about student achievement, through the use of school-wide data analysis that includes, NWEA BOY, MOY, and EOY results, Stride Interim Assessments, DIBLES and Mclass assessments, off track data, and attendance data are all used to guide discussion and make informed decisions as to action steps to implement for school improvement. The analysis allows for a vertical perspective on student learning needs, with a close look at performance trends among demographic groups and potential factors both in and out of the classroom. Dialogues determine school-wide goals. Preliminary findings are shared with the staff to gain feedback and further input.

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

Based on the literacy data analysis and needs identified Mt. Vernon is committed to a school-wide implementation of a balanced literacy framework. Additionally, teams meet on a regular basis to collaborate in the area of language arts, including monitoring of literacy instruction, deepening understandings of small group instruction, and developing team-level ongoing formative assessments. Professional Learning Communities are developed with focus on content areas which allows for content

specific professional development and peer collaboration. Peer observations with actionable feedback will allow for transparency and assist in building teacher capacity. Implementation of a Schoolwide School Work Analysis Protocol will be implemented to identify Depth of Knowledge and Rigor of tasks in ELA and Math.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

The master schedule is developed to ensure uninterrupted math and language arts blocks. An after-school intervention program will be provided for students in grades 2-8th who are at risk for failing the reading and/or math NWEA MAP Assessment. This program will help students develop reading strategies and build math concepts in order to meet their individual learning goals and will help students learn to demonstrate their knowledge on standardized tests. Advanced Mathematics is offered in 6th -8th grades to give students who require enrichment and advanced study early access to content and support algebra readiness.

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).

The following are descriptions of activities to ensure that students who experience difficulty mastering proficient or advanced RIT levels on NWEA MAP Assessment will be provided with timely, effective additional assistance:

The Instructional Leadership team will collect and analyze data from various assessments to design additional instruction focused on the needs of students facing difficulty.

MTSS Instruction ? The resource and classroom teachers will meet to discuss students who are having academic or behavioral difficulties. The Team will identify specific interventions for the student, and the classroom teacher implements those interventions and collects data so the team can evaluate the effectiveness of the intervention. Supplemental interventions are implemented by the LD Resource teachers and include: Leveled Literacy Intervention, Cognitive Reading Strategies, and Math Strategies.

After-school Intervention ? An after school intervention program, ?BOOT CAMP? will be taught by our most highly skilled teachers is offered for students in grades 2-8 who are struggling in math and reading. This program provides specific strategies to help students demonstrating their knowledge on the NWEA Assessment.

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

Mt Vernon actively recruits high quality, highly qualified teachers, through a number of means. The District has partnerships with colleges and universities and hosts teachers-in-training who serve as student teachers in district school buildings. District and building administrators participate in recruiting fairs and in professional organizations through which networking occurs. We have also participated in the CPS Teacher Residency program. A student teacher is placed with a mentor teacher for an entire year and at year's end we are able to onboard the teacher if a position is available. Taleo is the CSP Human Resource A research based tool used in the recruiting process to identify desirable traits and screen candidates during the qualifying process. A team is established at the school to interview potential candidates using a rubric. The team deliberates and checks references of the candidates before a job offer is made.

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.

The District annually designs a plan for and schedule of high quality professional development aligned with student, teacher, and paraprofessional needs. Professional development focus aligns with district, Network 13, and school improvement plans. At Mt. Vernon our focus for professional development will be centered around the Guided Math Workshop model - provided by math Instructional Lead Teachers. Topics covered include the math workshop model, questioning strategies, and developing a deeper understanding of number/Math talks, MARS Tasks, TRU Model, and Student Dialogue in the math classroom.

Balanced Literacy Professional Development will be provided by literacy Instructional Lead Teachers. K-2 topics will include the balanced literacy framework, interactive read aloud, running records, literacy work stations, poetry, among others. 3rd ? 8th Grade topics will include close reads, vocabulary acquisition, writing across content, and PARCC readiness.

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

Family engagement activities assure that Mt. Vernon families play a significant role in helping our students achieve the challenging Common Core state standards. Mt. Vernon provides a variety of opportunities throughout the year to help parents learn ways to support student learning. The following are a few of the actions that will be implemented to carry out the goals outlined in the school-home compact. These opportunities include: PAC meetings, Grade Level Family Nights ? Grade level teams each hold night events to create partnerships with the parents of students in developing literacy and numeracy skills, Quarterly Parent Conferences, Early Literacy Classes, Family Literacy Classes, Family Events (School garden projects, evening events, special programs). The parent engagement team comprised of teachers, ESP, and parents meet to organize and structure events to further engage and educate parents.

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.

Preschool, kindergarten, and primary classroom programs provide important, large-scale opportunities for young children to learn and use their knowledge of literacy and math concepts. The following are ways in which efforts will be made to provide transitions from Early Childhood programs into the Kindergarten program: students will visit kindergarten classrooms and other areas of the school periodically and throughout the school year. The Head start teacher will complete a transition form that explains the strengths and areas of growth for the students. A Kindergarten Orientation will be held which is an opportunity for parents of rising kindergarteners to visit and meet the kindergarten teacher, the administrators, counselors, and other staff. Parents will receive information about important skills students need to have to be ready for kindergarten, as well as a quick introduction to academic areas of focus in kindergarten.

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.

The ILT is the vehicle by which teachers and teams are continuously engaged in collective inquiry and decisions about academic assessments to inform and improve the instruction for all students. The School Improvement Plan Committee has developed SMART goals for both reading and math, which include specific assessments to measure individual and collective success throughout the year. Data dialogues have been implemented for taking a deep look at the information that can be gained from analysis of assessment results for a grade level, class, and/or demographic groups to improve instruction. An electronic data wall on Google drive holds all reading and math data on each child in the school. Through

this tool we can track particular students to ensure they are supported and identified for intervention in a timely manner. It is our plan to have teams create common assessments based on the main ideas in a unit of study?what students should know, understand, and be able to do. Teachers will use formative data throughout a unit to reflect on their instructional plans and make adjustments as needed. These common assessments include a variety of question types to include technology enhanced items and performance based assessments to best demonstrate students? learning. After school planning Days will be provided to help grade level teams formulate assessments, performance based tasks, rubrics, and instructional plans for assessing standards across all subject areas.

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

The school supports students struggling to master content at proficient and advanced levels through a MTSS pull out one on one instructional setting. Support also includes technology, supplies and materials, and other resources needed in order to implement School-Wide Title I and improvement plans. The school integrates a Response to Intervention model with tiered levels of support based on students? needs.

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.

Federal, State, and local services and programs contribute to strong programs and services for students at Mt. Vernon Elementary. These federal funding sources provide resources, professional development, and programs that build on the CPS student achievement goals and instructional improvement focus. Head Start/ Preschool Initiative provides comprehensive services for families of low-income preschool children. Local and state funds provide staffing for class size reduction and to meet the Standards of Quality. Supplemental local Title I funds allow for additional coaches and hourly interventionists who can respond to adult and student learning needs. Coordination of resources to meet student and staff needs: The school?s master calendar and CPS calendar allow for designated time for collaboration, strategic planning, and professional learning.

Professional development is available for specific staff members through CPS central offices, and CPS University courses offer additional opportunities for all teachers to extend their knowledge and skills. Technology and curricular resources allow staff and students to access the tools they need to pursue learning at deep levels. Division and team-generated formative assessments provide valuable information for teachers and students as they set and monitor learning goals. These programs effectively support the school-wide process by encouraging a view of the whole child's educational and developmental needs by providing resources for specific student needs and developing teachers' capacity for reaching those needs.

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.

A survey will be developed and distributed to all parents attached with invitation to an open forum providing the opportunity for parents to participate in the review and development of school improvement strategies. The feedback will be considered from both means of collection and strategies implemented as appropriate to the needs of the school.

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 annual, informative, Title I meeting will be held on Tuesday, September 22, 2020 at 10:00AM. At this time, parents will complete a brief feedback form with their meeting day/time availability. All contact information will also be secured at this meeting. Based on this feedback, PAC meeting days and times will be established, and a schedule communicated via our school website, robocall system and on paper/ sent home with the students. The projected date for the PAC Organizational Meeting will be Tuesday, September 22, 2020 at 11:00am

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.

All of this information will be disseminated at our school's annual Open House on Wednesday, October 7th, 2020. For parents that cannot attend, the information will be explained in our Parent Handbook that can be signed for at a time convenient to parents. Parents will be called directly if the handbook hasn't been picked up within the month of September.

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.

State assessment results will be distributed at the report card pick ups and Open House. For those parents who cannot attend, the results will be placed with the package that they will sign for at a time convenient

for them. Phone calls will be made to parents that have not signed for the package in the month to schedule one on one appointments with a teacher or administrator.

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.

If a teacher is not "highly qualified", the parents will receive written notification via postal service immediately following the 4th consecutive week of instruction by said teacher.

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.

All of this information will be disseminated at our school's annual Open House. For parents that cannot attend, the information will be explained in our Parent Handbook that can be signed for at a time convenient to parents. Parents will be called directly if the handbook hasn't been picked up within the month of September. Breakout sessions during the Open House will be available for parents who need further support with monitoring their child's progress and work with educators. These support sessions will also be available via scheduled appointment.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

We will submit supportive materials and resources to the PAC board to disseminate at their monthly meetings. Information related to literacy training and technology workshops will be posted on our school website and sent home on paper with students. Teachers will develop monthly newsletters offering volunteer opportunities in the classroom and tips for home support. Our school will host quarterly opportunities for parents to engage with Parent Portal, meet with teachers regarding goal-setting processes, participate in standards-based activities relevant to their children's grade level, and view the digital programs used by the school to encourage academic growth and monitoring.

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.

Time will be dedicated during initial staff development days specifically on parent communication and partnership. Resources for professional development in this area will be secured and implemented before the school year begins. Expectations will be set related to techniques and frequency for positive communication with parents. A mid-year date will be established for teachers to develop parent-child activities for the parents to visit the classroom and engage with their children.

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.

We will hold an enrollment open house and coordinate with the Head Start teacher in recruiting programs that will promote parent participation. Opportunities will be communicated personally to each parent in our Head Start program.

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 will be sent home via written notice in English unless our student population warrants otherwise. Robocalls will be placed containing parent program information. Information will be posted on our school website, Facebook and Twitter accounts.

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.)

Mount Vernon's School mission is to provide a high quality education for all students that prepares them for Higher Education, Career and Civic Success. To fulfill our mission we commit to providing students with engaging and academically rigorous instruction, social & emotional learning, and civic engagement & leadership opportunities.

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 formally be held twice per school year according to the CPS calendar. This will be an open visitation between 11AM and 6PM to allow parents the convenience of choosing the time

that works with their schedules. We will also conduct informal parent-teacher conferences at Open House in September and at Family Engagement Day in February. Parents can set appointments with teachers any day during the teacher's preparation periods. These times are made available to the parents at the start of the school year. Conferences will focus on at-home improvement strategies and support as well as data analysis and goal-setting.

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

Progress reports will be distributed every 5 weeks (4 times per school year). Progress report distribution day is communicated via Dojo posting/messaging, our website, robocall, on the marquee and via written notice. A parent signature with return to the teacher is required. Report cards are also distributed every 10 weeks (4 times per school year) on board-designated days. These days are in addition to the weekly entries in Gradebook and 24/7 access for parents through the Parent Portal. We hold email address collection drives to provide parents access to the Parent Portal. Assessment results with focus areas for growth are distributed with the progress reports or report cards as appropriate. Teachers will send home a graded portfolio every 5 weeks with the progress report and require parents to sign and comment. This will be done more frequently for students who are academically off-track. Class Dojo enables consistent communication between parents and teacher. For those parents who are not connected, teachers will send home frequent Class Dojo reports, especially for those who are off-track for behavior.

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

Parents can set appointments with teachers any day during the teacher's preparation periods. These times are made available to the parents at the start of the school year. Additionally, parents can leave a 'request for conference' form in the teacher's mailbox in the main office. Email addresses for all of our staff are made available at the start of the school year, and parents can also contact through our school website. Class Dojo enables instant access to staff for all enrolled 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.

At the beginning of the school year, parents will be asked to complete the cps online volunteer application along with a volunteer interest survey. The survey will include activities the parent may be available to assist with throughout the school year with available times and dates and contact info. Examples of activities: hallway help at arrival and dismissal, breakfast support in the classroom, reading with students, math fact fluency support, sight word support, superstar events, bulletin board assistance, field trip chaperones. Teachers will then create a monthly volunteer calendar where parents can sign up for different activities. The school will hold a Family Engagement Day, inviting parents to participate in engaging activities with their children in the classrooms as well as hold a 3, 6, 8, Benchmark Grade Data Talk Day for parents, students and teachers.

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

Parents will ensure their children attend school on a regular basis and provide a written explanation of any absences. Parents will assume responsibility for monitoring student homework completion, and in select cases, sign their child's assignment notebook daily upon completion. Interactive reading logs will be a nightly part of homework with space for parent feedback/ comments and a signature. It is the responsibility of the parent to ensure their children are dressed in uniform attire, and if there is a financial

burden, the school is notified of the situation so that it can be resolved. Parents will partner with the teacher through the Class Dojo communication system in upholding appropriate behavior in school as well as to receive immediate notification of missed attendance, homework, or lack of uniform dress compliance. Parents will update emergency contact information immediately following any change in residence or phone number.

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

Parents will be invited for quarterly 'coffee with the principal' opportunities for our school to provide updates on our educational plans. Parents will be encouraged to share their input and their feedback highly considered when making decisions related to the education of their children. The school will use data from the My Voice My School Parent survey as well as an in-house survey developed at the beginning of the year to inform decision-making. Parent representatives on the Local School Council will also bring input on behalf of our parents. Additionally, Local School Council meetings and PAC meetings contain an open forum for parents to voice their opinions.

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).

Through good attendance, positive behavior and attitude, daily preparedness, and focused engagement and effort, students will share the responsibility for their academic success and positive social development. Our school will support student efforts in all of these areas. We will enable student voice through our Student Council, encourage responsibility through teacher-student data conversations that include SMART goal-setting, and develop an all-staff to student mentoring program to support academic preparedness and effort as well as build social-emotional skills.

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.

Educate families around the e-learning platforms and expectations of the technological tools school implements to enhance student academic performance.

To increase parent engagement in the primary classrooms with the intent to provide tutoring and additional supports around differentiated instruction.

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.	\$300.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$353.00
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