

# Edgar Allan Poe Elementary Classical School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/31/2020	All staff (ED, GD, AOC, AJ, PW, MT, AH, JK, AB, LP, AL)	Intro and Expectations
02/12/2020	LSC, Parents, School Staff (JK, AB, LB)	LSC Meeting Update, Areas of critical need
02/20/2020	ILT Team (ED, GD, AOC, AJ, PW, MT, AH)	School Excellence Framework
03/05/2020	ILT Team (ED, GD, AOC, AJ, PW, MT, AH, JK), Parents (JC,)	Areas of critical need, goals, root cause analysis

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
03/11/2020	LSC, Parents, School Staff (JK, AB, LB)	School Excellence Framework Priorities
03/13/2020	All staff (ED, GD, AOC, AJ, PW, MT, AH, JK, AB, LP, AL, MM, LL, TJ)	Areas of critical need
04/15/2020	LSC, Parents, School Staff (JK, AB, LB)	LSC Meeting Update
04/29/2020	ILT Team (ED, GD, AOC, AJ, PW, MT, AH, JK)	Areas of critical need, root cause analysis
05/05/2020	ILT Team (ED, GD, AOC, AJ, PW, MT, AH, JK), Parents (JC,)	Strategies
05/07/2020	ILT Team (ED, GD, AOC, AJ, PW, MT, AH, JK), Parents (JC,)	Strategies and Final Review
05/13/2020	LSC, Parents	LSC Review and Approval

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 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)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 2 Employ the skills to effectively manage change

- 3 Make “safe practice” an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** This is an area of relative strength for us.
- 3 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 4 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:** We have the infrastructure in place but can improve on the execution of continuous learning especially through cycles.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 2 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** We can be more intentional about setting the table with the big idea.
- 4 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 4 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 Provide students frequent, informative feedback
  - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** REACH domain 3. We do pretty well with this one.
- 2 - 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
  - 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
  - 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
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 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:** Big area of opportunity. Good with NWEA but need interim assessments.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
  - 2 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)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)

- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Another big area of opportunity. MTSS not just for SpEd identification.

- 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:** We are an elementary school k-6 so a lot of this is not applicable - even to high school. We are pretty good transitioning to each grade and going to academic centers.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 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:** Leader in Me helps develop this. Still work to do with adult relationships. Student-Teacher trust rated the lowest on 5 Essentials
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** We have a student voice committee. Civics is strong in Middle School.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 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:** We have a BHT team and have done some work addressing safety issues.
- 3 - Supportive and Equitable Approaches to Discipline

- 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Although we do pretty well with discipline we can always do better.
- 4 - Family & Community Engagement
  - 3 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
  - 4 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)
  - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 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:** Area of greatest strength. Always highest on 5 Essentials

## 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	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	3
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
4	Quality and Character of School Life: Family & Community Engagement	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	Overall Reading school growth (national growth percentile)
Root Cause 1	Vertical integration of curriculum and instructional practices
Area of Critical Need 2	Overall Reading student growth (percentage of kids hitting targets)
Root Cause 2	Vertical integration of curriculum and instructional practices
Area of Critical Need 3	5 Essentials Supportive Environment low student-teacher trust

## Vision metrics



<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<b>Vision: NWEA Growth G3-8 (Reading)</b>  This metric is an opportunity for improvement. If we are going to prioritize reading, we have to measure our progress.	Overall		70.00	75.00
<b>SQRP: National School Growth Percentile - Reading (Grades 3-8)</b>  This metric is an opportunity for improvement. If we are going to prioritize reading, we have to measure our progress. This metric allows us to compare our school to similar schools.	Overall		50.00	60.00
<b>Vision: NWEA Attainment G2-8 (Reading)</b>  Attainment is our strength. We should be at the 99th percentile	Overall		99.00	99.00
<b>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</b>  Attainment is our strength. We want to remain at the 99th percentile	Overall		99.00	99.00
(Blank)				

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Our overall 5 Essentials rating is well-organized but our score for Supportive Environment is weak. Within "Supportive Environment", Student-Teacher trust is rated as very weak. "Involved Families" is our highest rated element (very strong). This is an area of strength that we want to continue to build upon.				5.00	5.00

**Custom metrics (0% complete)**

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

## Strategy 1

If we do...	Adopt and implement a culturally relevant/sustaining reading curriculum that connects to real-world, authentic application of learning and staff regularly meet across grade levels and subjects to engage in a year-long study of best practices for teaching reading
Then we see...	Staff using resources and leading learning activities that are relevant and challenging and lead to levels of student engagement Staff collaborating with grade level and non-grade level colleagues to create a consistent learning experience as students progress from Kindergarten to 8th grade.
which leads to...	An increase in the percentage of individual students meeting or exceeding their NWEA growth targets from 59% to 70% and the national growth school percentile increasing from 38% to 50% by the end of the year.
Budget Description	Purchase of new instructional program Purchase supplemental ELA materials and additional books for classroom libraries Professional Development (consultant/professional services) for program implementation Before/After school extended day pay for teachers to plan and collaborate Summer extended day pay for teachers to plan and collaborate
Tags	Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, CIDL: Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts
Action steps	<ul style="list-style-type: none"> <li>(Not started) Form a curriculum committee to research review and select a new instructional program</li> </ul> <p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment</p> <ul style="list-style-type: none"> <li>(Not started) Contact publishers, review materials, make a recommendation to adopt to all affected teachers</li> </ul> <p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment</p>

	<ul style="list-style-type: none"> <li>• (Not started) Develop and implement an initial training plan for a new instructional program</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Engage in Initial program adoption training</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Select dates, times and topics for inschool, before and after school professional development meetings</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Align units of instruction horizontally and vertically to scope and sequence maps and examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Vet, review, and revise school and classroom practices, initiatives, and strategies, especially for priority student groups, on the basis of research and evidence of outcomes impact</li> </ul> <p>Tags:</p>
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**Strategy 2**

If we do...	Implement reading practices that are grounded in the elements of the Every Student Every Day and SEM-R instructional models, and create opportunities for students to have more agency in their learning
Then we see...	Students spending more time reading and writing during the literacy block and students engaged in enrichment activities influenced by their interests and choice.
which leads to...	An increase in the percentage of individual students meeting or exceeding their NWEA growth targets from 59% to 70% and the national growth school percentile increasing from 38% to 50% by the end of the year.
Budget Description	new reading program in grades K-4 and 7th purchase novel sets and additional books for classroom libraries SEM summer professional development and ongoing support from University of Connecticut Purchase and training of the Renzulli Learning System
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2- Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

Action steps	<ul style="list-style-type: none"> <li>• (Not started) Contact the University of Connecticut consultant to schedule summer training plan negotiate terms  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</li> <li>• (Not started) Teachers engage in summer SEM and Every Student, Every Day training  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</li> <li>• (Not started) Open PO to ensure that students have expanded access to diverse, contemporary well-stocked text collections for daily independent reading  Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts</li> <li>• (Not started) Teachers ensure that students engage in daily discussions with peers and teacher (conferences) about what they read  Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language</li> <li>• (Not started) Teachers ensure that students listen to an adult read (Read alouds and book hooks)  Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts</li> <li>• (Not started) Teachers ensure that students participate in extensive daily writing activities  Tags:Literacy: Key Practice #3-Frequent Process-based Writing</li> </ul>
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**Strategy 3**

If we do...	Implement strategies to improve teacher-teacher trust and student-teacher trust that are based on the principles of the 7 Habits of Highly Effective People
Then we see...	Staff who are supportive and respectful of one another, personally and professionally and who frequently collaborate and cooperate on schoolwide projects and activities. Students, teachers, and other staff members share a high level of mutual trust and respect.
which leads to...	Teachers, students and other staff members reporting greater satisfaction on the annual 5 Essentials survey and the school rating for student-teacher trust and teacher-teacher trust increase from very weak and neutral respectively to at least strong.
Budget Description	Leader in Me membership and materials Extended day bucket for teacher planning and collaboration
Tags	Student Voice, Engagement, and Civic Life, Family & Community Engagement, FACE2: Parent Engagement, MTSS: Problem Solving Process

<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Not started) Form Lighthouse committee consisting of teachers and parents to lead SEL efforts throughout the year.  Tags:MTSS: Shared Leadership, OSCP: Social/Emotional Support, OSEL: SEL Instruction</li> <li>• (Not started) Develop and implement a schedule for consistent Lighthouse team meetings and update meeting for the entire school  Tags:MTSS: Shared Leadership, OSEL: Supportive School Environment</li> <li>• (Not started) Survey students, teachers, and parents to gather data on school satisfaction and areas of improvement especially in the areas of interpersonal relationships.  Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> <li>• (Not started) Lighthouse Team meets to examine data and develop goals and action step  Tags:MTSS: Shared Leadership</li> <li>• (Not started) Provide frequent opportunities for teachers to collaborate, learn from each other, and build positive relationships and a sense of community among staff (i.e, plan community-building circles during professional development time)  Tags:CBE: SEL Integration</li> <li>• (Not started) Train and coach all staff on strategies for developing supportive relationships with students  Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment</li> <li>• (Not started) Developing norms for clear and concise communicating and accountability for statements being made.  Tags:OSEL: Supportive School Environment</li> <li>• (Not started) Staff interactions with students are more often positive than corrective, particularly for students who are frequently referred for behavior incidents  Tags:OSEL: SEL Instruction</li> </ul>
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# Action Plan

## Strategy 1

Form a curriculum committee to research review and select a new instructional program

May 04, 2020 to May 15, 2020 - curriculum committee ILT

Contact publishers, review materials, make a recommendation to adopt to all affected teachers

May 18, 2020 to Jun 12, 2020 - curriculum committee ILT teachers

Develop and implement an initial training plan for a new instructional program

Jun 15, 2020 to Jun 19, 2020 - curriculum committee ILT teachers

Engage in Initial program adoption training

Jun 29, 2020 to Sep 04, 2020 - teachers principal

Select dates, times and topics for inschool, before and after school professional development meetings

Jul 06, 2020 to Jul 17, 2020 - ILT

Align units of instruction horizontally and vertically to scope and sequence maps and examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)

Jul 06, 2020 to Aug 28, 2020 - ILT

Vet, review, and revise school and classroom practices, initiatives, and strategies, especially for priority student groups, on the basis of research and evidence of outcomes impact

Sep 14, 2020 to May 28, 2021 - Teachers/Teacher Teams

## **Strategy 2**

Contact the University of Connecticut consultant to schedule summer training plan negotiate terms

May 11, 2020 to May 22, 2020 - Principal

Teachers engage in summer SEM and Every Student, Every Day training

Jul 06, 2020 to Aug 28, 2020 - ILT, Principal, Network ISL

Open PO to ensure that students have expanded access to diverse, contemporary well-stocked text collections for daily independent reading

Jul 13, 2020 to Jul 31, 2020 - Principal

Teachers ensure that students engage in daily discussions with peers and teacher (conferences) about what they read

Sep 08, 2020 to Jun 18, 2021 - Principal, ILT

Teachers ensure that students listen to an adult read (Read alouds and book hooks)

Sep 08, 2020 to Jun 18, 2021 - Principal, ILT

Teachers ensure that students participate in extensive daily writing activities

Sep 08, 2020 to Jun 11, 2021 - Principal, ILT

### **Strategy 3**

Form Lighthouse committee consisting of teachers and parents to lead SEL efforts throughout the year.

May 18, 2020 to May 29, 2020 - Principal Counselor

Lighthouse Team meets to examine data and develop goals and action step

Oct 05, 2020 to Oct 23, 2020 - Principal, Lighthouse Team

Develop and implement a schedule for consistent Lighthouse team meetings and update meeting for the entire school

Jul 13, 2020 to Jun 11, 2021 - Lighthouse Team

Survey students, teachers, and parents to gather data on school satisfaction and areas of improvement especially in the areas of interpersonal relationships.

Sep 07, 2020 to Sep 30, 2020 - Lighthouse Team

Provide frequent opportunities for teachers to collaborate, learn from each other, and build positive relationships and a sense of community among staff (i.e, plan community-building circles during professional development time)

Sep 07, 2020 to Jun 18, 2021 - Principal, Counselor

Train and coach all staff on strategies for developing supportive relationships with students

Sep 01, 2020 to Sep 09, 2020 - Counselor

Developing norms for clear and concise communicating and accountability for statements being made.

Jun 22, 2020 to Jul 10, 2020 - Lighthouse Team Principal Counselor

Staff interactions with students are more often positive than corrective, particularly for students who are frequently referred for behavior incidents

Sep 08, 2020 to Jun 18, 2021 - Lighthouse Team Principal

## 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.**

(Blank)

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

(Blank)

**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.**

(Blank)

**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).**

(Blank)



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

(Blank)

**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.**

(Blank)

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

(Blank)

**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.**

(Blank)

**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.**

(Blank)

**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.**

(Blank)

**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.**

(Blank)

## **ESSA Targeted Assistance Program**

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### **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.**

NA - not a Title 1 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**

NA - not a Title 1 School

**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.**

NA - not a Title 1 School

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

We send home PARCC reports when they become available in the fall. We send home BOY, MOY and EOY NWEA reports when testing is complete for each cycle.

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

Parents will be provided with this information in the form of a letter sent home with the child. It will also be posted on ParentSquare, our school communication tool.

**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.**

NA - not a Title 1 School

**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 have an active PTA who coordinate with the school to provide training and information to parents. We also hold family nights for Math, Reading and Technology to provide further opportunities for our parents.

**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.**

This is already part of our school culture. This topic is reviewed each year during opening PD. A minimum of weekly communication via class newsletters is a requirement for all teachers. More frequent communication is achieved through ParentSquare, Class Dojo, and other electronic communication tools.

**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 do outreach with local preschools and participate in school fairs to attract more local students to apply for our school.

**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 of our families speak, read, and understand English but we have several staff members that are bilingual (Spanish) that can translate verbal communication. We utilize district and computer translation services as necessary for additional translation needs.

### Policy Implementation Activities

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

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

**<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

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

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

N/A

## **School-Parent Compact (Complete)**

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

Our school mission is to maximize student learning; empower students to become leaders of their lives; and challenge them to become servants of the community, the country, and the world. We accomplish this through a personalized learning environment, a school culture based on leadership principles and a commitment to community service.

**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.**

We hold parent-teacher conferences on 1st and 3rd quarter report card pick up days and as requested by parents.

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

We send home or parents pick-up quarter report cards and mid-term progress reports. Parents are all encouraged to sign up and use Parent Portal to always stay informed of their child's progress.

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

Staff members are available to meet in person before and after school by appointment. Staff can also be reached by phone, email or other electronic communications.

**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.**

We offer a variety of opportunities for parents to volunteer. We have a Poe Parent Patrol that supervises students before and after school on the playground. Parents coordinate with individual teachers for classroom support. Parents also can volunteer through the PTA for school events such as book fairs and taffy apply sales.

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

Parents are required to make sure their children come to school every day, on-time, and prepared to learn for a full day of instruction (limited early dismissals). Parents are expected to reinforce all school academic and behavioral expectations and support learning when students are at home by assisting with homework and special projects and remote learning activities.

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

Parents will participate in decisions relating to the education of their children by attending LSC meetings, coming to open house meetings, and speaking directly to teachers and administration.

**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).**

In addition to having good attendance, positive attitudes and being prepared for class, students will share in improving their academic achievement by engaging in our personalized learning model which requires them to set goals, follow their own learning paths

**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.**

NA - not a Title 1 School

**Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.**

**Account(s)**

**Description**

**Allocation**

<p><b>51130, 52130</b></p>	<p><b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	<p>\$0.00</p>
<p><b>53405</b></p>	<p><b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase</p>	<p>\$0.00</p>

	books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> 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
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00