Douglas Taylor Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
03/25/2020	DRJ, EJ, RP, LF, MC, EY, DH	SEF Ratings [Team Members]
03/27/2020	DRJ, EJ, RP, LF, MC, EY, DH	SEF Ratings [Team Members]
04/01/2020	DRJ, MC, RP, LF, EY, DH	SEF Ratings [Teachers/Staff and LSC Members]
04/03/2020	DRJ, MC, RP, LF, EY, DH	SEF Ratings [Teachers/Staff and LSC Members]
04/08/2020	DRJ, OE, RP, LF, EY, DH	SEF Priorities

Date	Participants	Topic
04/15/2020	DRJ, OE, EJ, RP, DH	Areas of Critical Need and Root Cause Analysis
04/16/2020	DRJ, OE, RP, DH	Areas of Critical Need and Root Cause Analysis
04/23/2020	DRJ, DH	Goals
04/29/2020	DRJ, RP, OE, EJ, DH	Strategies
05/06/2020	DRJ, RP, OE, EJ, DH	Action steps
05/13/2020	DRJ, OE, EY	Parent and Family Plan
05/14/2020	DRJ, OE, EY	Fund Compliance

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

- o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- o 3 Design professional learning (PL) to achieve school-wide improvement goals
- o 3 Design and implement school day schedules that are responsive to student needs
- o 3 Align the budget to the CIWP priorities and the mission of the school
- o 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
- o 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)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: REACH observation trends for Student Engagement and Sub-group Differentiation NWEA Student Growth in Reading and Math [Grades 3-8] NWEA Student Growth for Diverse learners and English Learners NWEA Student Attainment in Reading and Math [Grade 2]

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 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
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Common assessments by grade level School grading policy and practices Off-track percentage of students with attendance rate of 85% or higher
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 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)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 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)
  - o 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)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- o 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)
- o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 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)
- o 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence

- o 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)
- o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- o 3 READINESS ? Ensure equitable access to college preparatory curriculum
- o 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
- o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 2 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)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: School-wide implementation of SEL curriculum Inconsistent implementation of school discipline protocol and expectations Addressing student needs at Tier I in middle grades
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**

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	Instruction: Engaging students in learning
Root Cause 1	Lack of effective planning and scheduling for teachers to implement small group instruction
Area of Critical Need 2	Balanced Assessment and Grading: Improve and promote assessment literacy
Root Cause 2	Lack of analysis and alignment of assessments and tasks to CCSS during teacher team meetings
Area of Critical Need 3	Supportive and Equitable Approaches to Discipline: Instructive-Integrate universal SEL skills instruction and core content
Root Cause 3	Lack of coaching and instructional supports for SEL

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) Significantly low percentile for students with disabilities meeting growth targets on NWEA Math assessment Lack of fully staffed special education teachers to provide supports and services	Students with IEPs		40.00	50.00
	Overall			
SQRP: National School Growth Percentile - Reading (Grades 3-8) Significantly low percentile for students with disabilities meeting growth targets on NWEA Reading assessment Lack of fully staffed special education teachers to provide supports and services	Students with IEPs		40.00	50.00
	Overall			
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Low percentage of English learners meeting growth targets on ACCESS assessment Low attendance for bilingual after-school tutoring program; ACCESS scores not fully used to inform and to differentiate instruction	EL		40.00	50.00
SQRP: National School Attainment Percentile - Math (Grade 2) Low percentile for second grade students meeting attainment on NWEA Math assessment Second grade classroom staffed with day-to-day substitute due to a leave of absence	Overall		40.00	50.00
SQRP: National School Attainment Percentile - Reading (Grade 2) Low percentile for second grade students meeting attainment on NWEA Reading	Overall		40.00	50.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
assessment Second grade classroom staffed with day-to-day substitute due to a leave of absence				

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 Relational trust: Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)				3.00	4.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Attendance: Average Daily Attendance Rate (Grades K-8) Decrease in attendance without a change in student population	94.90			95.40	96.00
Safe Climate: Behavior Increase in misconducts without a change in student population	41.00			71.00	57.00

Strategies

Strategy 1

If we do...	If we implement collaboration of teacher teams to plan standards-based instruction using data and differentiation to address the unique needs of all learners with an emphasis on student mastery of standards and college and career readiness

Then we see...	Then we will see high-quality, rigorous Tier I instruction which includes small group instruction with clearly defined structures (Reading and math block time allocation), supports (ILT, GLTs, MTSS, Professional learning), and outcomes (Student/Teacher goal-setting, Student growth and attainment),
which leads to...	which leads to 50th percentile NWEA attainment for second graders in reading and math; 50th percentile NWEA growth for diverse learners in reading and math; 50% of English learners meeting growth targets on ACCESS
Budget Description	Illinois Resource Center and Gust Foundation, Professional Development Consultants for strategies, techniques, and best practices for the inclusion of students identified as DL, EL, and Dual Designation in the general education classroom
Tags	ODLSS: Behavior Support, ODLSS: Instructional Quality, ODLSS: Parent Involvement Specialists, ODLSS: Special Education Administrator, OECE: P-2 Balanced Literacy, OLCE
Action steps	(Not started) Create master schedule with common grade-level planning time and expectations for collaboration [i.e. collaboration log] Tags:ODLSS: Procedures and Standards, ODLSS: Service Delivery, OLCE (Not started) Create professional development calendar Tags:ODLSS: Instructional Quality, ODLSS: Special Education Administrator, OECE: P-2 Balanced Literacy, OLCE (Not started) Develop lesson plan structure to include small group instruction Tags:Instruction (Not started) Implement weekly GLTMs led by Administration/ILT Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Implement bi-weekly ILT Meetings to engage in data analysis and problem solving Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Strategy 2

If we do...	If we implement collaboration of teacher teams on the development and implementation of common assessments, data analysis, and progress monitoring that addresses the unique needs of all learners
Then we see...	then we will see Data Driven Instruction (DDI) cycles of learning with clear structures (GLTs, ILT) and supports (Peer feedback, Professional learning)

which leads to...	which leads to 50th percentile NWEA attainment for second graders in reading and math; 50th percentile NWEA growth for diverse learners in reading and math; 50% of English learners meeting growth targets on ACCESS
Budget Description	Accessibility of online curriculum assessments in grades K-8 [Pearson MyView/My Perspectives and Envision 2.0 online curriculum assessments] Pearson consultant for creation of common grade-level assessments in reading and math based on network scope and sequence Skill-based instructional software licenses for reading and math [i.e. IXL, Stride]
Tags	ODLSS: Behavior Support, ODLSS: Instructional Quality, ODLSS: Parent Involvement Specialists, ODLSS: Special Education Administrator, OECE: P-2 Balanced Literacy, OLCE
Action steps	(Not started) Create master schedule with common grade-level planning time and expectations for collaboration [i.e. collaboration log] Tags:ODLSS: Procedures and Standards, ODLSS: Service Delivery, OLCE (Not started) Create GLTM calendar with Administration/ILT facilitation Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, ODLSS: Instructional Quality, OECE: PK Assessment & Data, OLCE (Not started) Develop lesson plan structure to include common assessments [i.e. Pearson My View/My Perspectives and Envision 2.0] Tags:Balanced Assessment and Grading (Not started) Implement bi-weekly classroom pop-ins from Administration/ILT with teacher feedback Tags:Instruction

Strategy 3

If we do...	If we implement school-wide SEL skills instruction with clear structures (Time allocation), supports (Curriculum integration, BHT, ILT, Professional learning), and outcomes (Positive student-student and staff-student interactions),
Then we see...	Then we will see explicit SEL skills instruction and integration of core curriculum which will strengthen staff-student relationships,
which leads to...	which leads to a decrease in student discipline referrals by 40% in two years
Budget Description	Professional Development Consultants for conflict resolution and de-escalation skills/strategies Second Step online curriculum/kits [2 per grade level]

Tags	ODLSS: Behavior Support, ODLSS: Instructional Quality, ODLSS: Parent Involvement Specialists, ODLSS: Special Education Administrator, OECE: P-2 Balanced Literacy, OLCE
Action steps	• (Not started) Create professional development calendar with SEL monthly themes Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Incorporate SEL skills instruction in teacher schedule Tags:OSEL: SEL Instruction • (Not started) Implement school-wide incentives Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Bi-weekly classroom pop-ins from Administration/ILT with teacher feedback Tags:OSEL: SEL Instruction

Action Plan

Strategy 1

Create master schedule with common grade-level planning time and expectations for collaboration [i.e. collaboration log]

Jun 01, 2020 to Jul 31, 2020 - Administration/ILT Members

Create professional development calendar

Jun 01, 2020 to Jul 31, 2020 - Administration/ILT Members

Develop lesson plan structure to include small group instruction

Jun 01, 2020 to Jul 31, 2020 - Administration/ILT Members

Implement weekly GLTMs led by Administration/ILT

Sep 01, 2020 to Jun 18, 2021 - Administration/ILT Members

Implement bi-weekly ILT Meetings to engage in data analysis and problem solving

Sep 01, 2020 to Jun 18, 2021 - Administration/ILT Members

Strategy 2

Create master schedule with common grade-level planning time and expectations for collaboration [i.e. collaboration log]

Jun 01, 2020 to Jul 31, 2020 - Administration/ILT

Create GLTM calendar with Administration/ILT facilitation

Jun 01, 2020 to Jul 31, 2020 - Administration/ILT

Develop lesson plan structure to include common assessments [i.e. Pearson My View/My Perspectives and Envision 2.0]

Jun 01, 2020 to Jul 31, 2020 - Administration/ILT

Implement bi-weekly classroom pop-ins from Administration/ILT with teacher feedback

Sep 01, 2020 to Jun 18, 2021 - Administration/ILT

Strategy 3

Create professional development calendar with SEL monthly themes

Jun 01, 2020 to Jul 31, 2020 - Administration/ILT

Incorporate SEL skills instruction in teacher schedule

Aug 01, 2020 to Aug 31, 2020 - Administration/ILT

Implement school-wide incentives

Sep 01, 2020 to Jun 18, 2021 - Administration/Culture and Climate Team

Bi-weekly classroom pop-ins from Administration/ILT with teacher feedback

Sep 01, 2020 to Jun 18, 2021 - Administration/ILT

Fund Compliance

ESSA Program

[X]
ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

Taylor school will increase opportunity to provide quarterly feedback on summative assessments across contents geared toward mastery of CCSS skill and practice.

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

Taylor community and student will monitor academic progress through CCSS skill mastery, progress reports, and report cards.

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.

Taylor school will continue to use collaborative teacher teams to plan standards-based instruction using data and differentiation to address the unique needs of all learners with an emphasis on student mastery of standards and college and career readiness

Additionally, we will use high-quality, rigorous Tier I instruction which includes small group instruction with clearly defined structures (Reading and math block time allocation), supports (ILT, GLTs, MTSS, Professional learning), and outcomes (Student/Teacher goal-setting, Student growth and attainment) in order to achieve 50th percentile NWEA attainment for second graders in reading and math; 50th percentile NWEA growth for diverse learners in reading and math; 50% of English learners meeting growth targets on ACCESS.

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).

Taylor school will continue to use collaborative teacher teams on the development and implementation of common assessments, data analysis, and progress monitoring that addresses the unique needs of all learners.

Additionally we will utilize, Data Driven Instruction (DDI) cycles of learning with clear structures (GLTs,

ILT) and supports (Peer feedback, Professional learning) in order to achieve at least 50th percentile NWEA attainment for second graders in reading and math; 50th percentile NWEA growth for diverse learners in reading and math; 50% of English learners meeting growth targets on ACCESS.

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

Taylor school conducts a thorough overview of ISBE highly qualified candidates and maintains parallel communication with the CPS talent office in order to attract and retain HQ instructors and personnel.

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.

Taylor will continue to utilize high-quality, rigorous Tier I instruction which includes small group instruction with clearly defined structures (Reading and math block time allocation), supports (ILT, GLTs, MTSS, Professional learning), and outcomes (Student/Teacher goal-setting, Student growth and attainment) in order to achieve 50th percentile NWEA attainment for second graders in reading and math; 50th percentile NWEA growth for diverse learners in reading and math; 50% of English learners meeting growth targets on ACCESS.

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

Promote ESSA meetings with parents using different platforms (flyers, phone tree, marquee, emails, school website,). Ultimately updating digital communications with the school community in synchronous language (emails, marquee, LCD Monitor).

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.

Taylor School will partner with Prek parents using digital and non-digital modes to foster parental involvement, integrate parent, 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.

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.

Taylor school will increase opportunities to provide quarterly feedback on summative assessments across contents geared toward mastery of CCSS skill and practice.

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.

In order 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 Taylor School will implement the following theories of action:

1.If we do...If we implement collaboration of teacher teams to plan standards-based instruction using data

and differentiation to address the unique needs of all learners with an emphasis on student mastery of standards and college and career readiness

then we see...Then we will see high-quality, rigorous Tier I instruction which includes small group instruction with clearly defined structures (Reading and math block time allocation), supports (ILT, GLTs, MTSS, Professional learning), and outcomes (Student/Teacher goal-setting, Student growth and attainment),

which leads to...which leads to 50th percentile NWEA attainment for second graders in reading and math; 50th percentile NWEA growth for diverse learners in reading and math; 50% of English learners meeting growth targets on ACCESS.

2. If we do...If we implement collaboration of teacher teams on the development and implementation of common assessments, data analysis, and progress monitoring that addresses the unique needs of all learners

then we see...then we will see Data Driven Instruction (DDI) cycles of learning with clear structures (GLTs, ILT) and supports (Peer feedback, Professional learning)

which leads to...which leads to 50th percentile NWEA attainment for second graders in reading and math; 50th percentile NWEA growth for diverse learners in reading and math; 50% of English learners meeting growth targets on ACCESS

3. If we do...If we implement school-wide SEL skills instruction with clear structures (Time allocation), supports (Curriculum integration, BHT, ILT, Professional learning), and outcomes (Positive student-student and staff-student interactions),

then we see...Then we will see explicit SEL skills instruction and integration of core curriculum which will strengthen staff-student relationships,

which leads to...which leads to a decrease in student discipline referrals by 40% in two years.

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.

Taylor school will continue to partner with internal and external appointed and pre-screened community agencies, District departments and appointees (i.e. STLSS, Chartwells, Department of Early Childhood, Department of Teaching and Learning, OLCE, ODLSS, OSEL, Transition Planning, GoCPS, Health and Wellness) as well as to continue to provide internal administrative support from our school counselor, social worker, clinical team, and administrative members in order to provide the appropriate supports and services to children and families in need.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

Taylor School welcomes and communicates with all parents/guardians of All learners from various linguistics, social, and cultural backgrounds.

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

Taylor School will have synchronous and asynchronous (video archived) meetings and presentations to increase and engage all school families.

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.

A Google Classroom for ESSA will be created for feedback and suggestions in order to provide engagement opportunity among all school families in meeting attendance as well as non-attendees.

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.

Increase opportunity to provide quarterly feedback on summative assessments across contents geared toward mastery of CCSS skill and practice.

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.

Once communication is provided by the district, school administration will provide letter to all school families affected.

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

The school will create, continuously monitor, and update Google Classroom in order to assist parents understanding of the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments.

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.

In addition to the onsite technology the school will create, continuously monitor, and update a Google Classroom in order to provide digital and non-digital 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

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.

Create volunteer opportunities to All families via digital and non-digital modes to seek out parent involvement in the classroom and/or school at large.

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.

Taylor School seeks out Prek parents using digital and non-digital modes to foster parental involvement, integrate parent, 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.

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.

Taylor School will have synchronous and asynchronous (video archived) meetings and presentations to increase and engage all school families in digital and non-digital formats.

Policy Implementation Activities

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

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

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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.)

As a Literacy and Magnet Cluster School, Douglas Taylor Elementary will involve the total community including students, parents, and staff in creating and implementing an educational program that emphasizes reading and writing that will enable each student the ability to develop his or her potential to the fullest extent possible.

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.

Taylor School will continue School Wide Parent Orientation, Report Card Conferences, and teacher parent individual conferences. Parents and teachers will be provided with admin support as need on an individual basis.

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

Taylor School will provide student academic reports every 5 weeks as per District Guidelines. In addition, the school will provide an academic report as requested by parent.

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

Teacher, staff and administration are available to meet with parents onsite, digitally, and other modes of communication.
The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities. Parents are welcome to volunteer on school grounds once the application is completed and volunteer level accepted (level 1 and Level 2). Thereafter, parents may join parent groups but not limited to: Parent Patrol, Bilingual Advisory Committee, Every Student Succeeds Act, Local School Council.
The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion). Parents may continue to monitor/access homework agendas, Google Classroom, Parent Portal and other digital and non-digital modes of communication.
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 may always access all open meetings guided by the Open Meetings Act: BAC, ESSA, LSC, PPLC. In addition, Taylor School will strongly encourage parent involvement in school sub-committees (i.e, Graduation, Awards, Culture and Climate, Literacy and Math Committees).
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). Taylor School will strongly encourage student participation from grades 4-8 in school sub-committees (i.e, Graduation, Awards, Culture and Climate, Literacy and Math Committees). In addition, Taylor community and student will monitor academic progress through CCSS skill mastery, progress reports, and report cards.

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. Support parents via digital and non-digital means to continue being partners with the school staff in helping All children succeed academically.

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.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$650.00
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)	$600.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$400.00
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.	$877.00
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 by used only by parents.	$0.00