John Whistler Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Katina Manuel	Principal	kmmanuel@cps.edu	Has access
Melaan Peterson	Assistant Principal	msjohnson3@cps.edu	Has access
Joanna Jackson	Counselor	jmjackson31@cps.edu	No Access
Shuronda Turner	Literacy Teacher	sdturner2@cps.edu	No Access
Maynard Collins	Math Teacher	mcollins3@cps.edu	No Access
Verdale Tyson	Special Education	vtyson@cps.edu	No Access
Nicole Spearman	Primary	nmspearman@cps.edu	No Access
Judy Harris	Parent		No Access
Kenya Porter	Community		No Access

Team Meetings

Date	Participants	Topic
01/22/2020	Manuel, Peterson, Turner, Tyson, Jackson, Collins, Spearman	CIWP

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
    - 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**:
- 2 - 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
    - 3 Design and implement school day schedules that are responsive to student needs
    - 3 Align the budget to the CIWP priorities and the mission of the school
    - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - 2 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 currently have a weekly rhythm for teacher collaboration through grade band team meetings. We want to ensure we are using the collaboration time to analyze tasks for complexity and create assessments to determine if students have mastered the standards.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
    - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
    - 3 Curriculum connects to real world, authentic application of learning
    - 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**:
- 2 - 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 2 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 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 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Instruction currently aligns to the scope and sequence provided by the network, but does not always address the depth of the standard.
- 3 - Balanced Assessment and Grading
  - o 2 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 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
  - 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 2 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**:
- 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 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 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)
- o 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)
- 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 2 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 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)
- o 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)
- 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 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 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**: MTSS is practices are not consistently implemented across the grade levels. We want to ensure that MTSS team is regularly looking at interventions and progress monitoring data to provide supports to both teachers and students to reduce the number of Tier 2 and 3 students
- 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 2 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 4 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**:
- 2 - Student Voice, Engagement, and Civic Life
    - o 2 Study politics
    - o 2 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 3 Exercise student voice (REQUIRED: OSEL)
- o 2 Authentically interact with community and civic leaders
- o 2 Engage with their community
- o 2 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 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 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**:
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 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 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 4 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	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**2**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
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**
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**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math Growth 3rd-8th

Root Cause 1	Small group implementation with fidelity; Effective implementation of Eureka Math Curriculum; lack of the understanding the depth and bredth of the standard
Area of Critical Need 2	Reading Growth 3rd-8th
Area of Critical Need 3	2nd Grade Attainment Reading
Root Cause 3	MTSS interventions for Tier 2 & 3 students are not targeting their specific needs. Lack of adequate phonemic awareness and alphabetic principles being taught in primary which prevents 2nd grade teachers from focusing on necessary grade level skills
Area of Critical Need 4	2nd Grade Attainment Math
Root Cause 4	MTSS interventions for Tier 2 & 3 students are not targeting their specific needs;

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)	African American		30.00	45.00
This metric was chosen because it is the lowest on Whistler's SQRP and we have been experiencing declines in our overall growth data, but particularly math				
SQRP: National School Growth Percentile - Reading (Grades 3-8)	African American		50.00	60.00
We have been experiencing declines in our overall growth data in both reading and math and noticing we are not growing at the rate needed to sustain and improve our attainment				
SQRP: National School Attainment Percentile - Reading (Grade 2)	African American		55.00	65.00
2nd grade attainment is higher in math than in reading. We want to ensure that students are prepared for the demands of intermediate/middle school as they enter 3rd grade				

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Math (Grade 2)	African American		65.00	75.00
While 2nd grade attainment is higher in math than in reading. We want to ensure that students enter the 3rd grade with high attainment in both reading and math. This goal was selected because we see the shift beginning in 3rd where math attainment is higher than reading				
(Blank)				

Required metrics (Elementary) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Currently we are rated overall Well-organized, but neutral in collaborative teachers (59) and effective leaders (54). We want to increase both areas to at least 60.				60.00	

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If create school-wide structures that incorporate opportunities for professional learning and prioritize on-going teacher collaboration focused on ensuring math and reading lessons are rigorous and meet the cognitive demands of the CCSS.
Then we see...	then we will see a strong Prek-8 mathematics and reading progression of standards including use of mathematical practice standards

which leads to...	which will lead to an increase of 17% of students at or above attainment in math to 65% and reading ___% by EOY SY22.
Budget Description	Resources needed for this strategy will include but are not limited to extended day buckets and instructional material.
Tags	Leadership for Continuous Improvement, Instruction, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum
Action steps	(On-Track) Create a comprehensive teacher team calendar that includes the weekly foci, objectives, materials, and protocols Tags:Leadership for Continuous Improvement, Math: Rigorous Tasks (Not started) Identify tools to be used for identifying rigor and cognitive demand of task Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Rigorous Tasks (Not started) Provide teachers with professional development to identify the cognitive demand of standards Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement (Not started) Build a structure for internal ILT and teacher team walk throughs to observe teaching and learning to identify if instruction aligns to planning of task rigor and cognitive demand Tags: (Not started) Conduct quarterly (4) ILT and teacher team walkthroughs to collect data around the effectiveness of planning and instruction around task rigor and cognitive demand. Tags:

Strategy 2

If we do...	If we design frequent opportunities and consistent structures of on-going inquiry as the basis to improve student outcomes
Then we see...	then we will see teachers engaged in data driven instruction (DDI) cycles of interim assessments at the 5th, 15th, 25th, and 30th weeks
which leads to...	which will lead to a growth increase in math of 29% and 18% in reading by EOY SY22.

Budget Description	Resources needed for this strategy include but are not limited to professional text and substitute teacher coverage.
Tags	Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness
Action steps	• (On-Track) Create an interim assessment schedule that includes utilization of backwards design to create interim assessments Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth • (On-Track) Provide data driven instruction cycle professional development to ensure fidelity of cycle Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth • (On-Track) Conduct DDI cycles at the 5th, 15th, 25th, and 30th week Tags:Structure for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth • (Not started) Conduct bi-weekly content specific team meetings for intentional collaboration Tags:

Strategy 3

If we do...	If we build a strong diverse MTSS team that supports teachers especially in grades prek-2 with providing high quality Tier I instruction and targeted Tier II and III interventions
Then we see...	then we will see 100% of our teachers effectively implementing the MTSS Framework (problem solving process, interventions, progress monitoring)
which leads to...	which will lead to 2nd grade attainment at the 65th percentile in reading and 75th percentile in math by EOY SY22.
Budget Description	Resources needed for this strategy include but are not limited to extended day bucket, ESP position, and supplies
Tags	Structure for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Action steps	(Not started) Identify MTSS team members Tags:MTSS, MTSS: Fidelity of Implementation (Not started) Review MTSS entry and exit criteria Tags:MTSS, MTSS: Shared Leadership (Not started) Create a menu of interventions for academic and social emotional learning Tags:MTSS, MTSS: Fidelity of Implementation (Not started) Provide professional development for the MTSS and Problem Solving Process (academic and behavior), appropriate interventions, and utilizing the MTSS logging tool Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring (Not started) Conduct monthly MTSS meetings to review fidelity of implementation, student data for targeted students via MTSS logging tool and classroom progress monitoring data Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

Action Plan

Strategy 1

On-Track Oct 08, 2020

Create a comprehensive teacher team calendar that includes the weekly foci, objectives, materials, and protocols

Jul 01, 2020 to Jul 31, 2020 - ILT

Identify tools to be used for identifying rigor and cognitive demand of task

Jul 01, 2020 to Jul 31, 2020 - ILT AP

Provide teachers with professional development to identify the cognitive demand of standards

Aug 24, 2020 to Oct 02, 2020 - ILT

Build a structure for internal ILT and teacher team walk throughs to observe teaching and learning to identify if instruction aligns to planning of task rigor and cognitive demand

Jul 01, 2020 to Jul 31, 2020 - ILT

Conduct quarterly (4) ILT and teacher team walkthroughs to collect data around the effectiveness of planning and instruction around task rigor and cognitive demand.

Sep 01, 2020 to Jun 01, 2021 - ILT Teachers

Strategy 2

On-Track Oct 08, 2020

Create an interim assessment schedule that includes utilization of backwards design to create interim assessments

Jul 01, 2020 to Jul 31, 2020 - ILT

On-Track Oct 08, 2020

Provide data driven instruction cycle professional development to ensure fidelity of cycle

Aug 24, 2020 to Sep 04, 2020 - ILT

On-Track Oct 08, 2020

Conduct DDI cycles at the 5th, 15th, 25th, and 30th week

Sep 07, 2020 to Jun 01, 2021 - ILT/Teacher Teams

Conduct bi-weekly content specific team meetings for intentional collaboration

Sep 07, 2020 to Jun 01, 2021 - ILT/Teacher Teams

Strategy 3

Identify MTSS team members

Jul 01, 2020 to Jul 17, 2020 - Admin Counselor/Case Manager

Review MTSS entry and exit criteria

Jul 20, 2020 to Jul 31, 2020 - MTSS Team

Create a menu of interventions for academic and social emotional learning

Jul 20, 2020 to Jul 31, 2020 - MTSS Team

Provide professional development for the MTSS and Problem Solving Process (academic and behavior), appropriate interventions, and utilizing the MTSS logging tool

Aug 24, 2020 to Sep 04, 2020 - MTSS Team

Conduct monthly MTSS meetings to review fidelity of implementation, student data for targeted students via MTSS logging tool and classroom progress monitoring data

Sep 14, 2020 to Jun 01, 2021 - MTSS Team

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.

We conduct root cause analysis as part of the MTSS cycle, all students in grades K-8 participate in 5 week interim assessments using Edulastic. We are an NWEA school K-8 and use the data to inform our instruction, we regularly review Student progress through report cards, attendance, and Discipline Data. We utilize attendance at Family events as a gauge of supports needed.

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

Our school-wide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement include small group instruction, daily intervention, after-school enrichment, providing tasks based on RIT levels, and invitations to join other classes to challenge students (remote learning).

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.

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 include uninterrupted blocks, common planning time, special education person in each grade band, teacher-led goal setting conversations with students, instruction aligned to CCSS standards, CIWP priority that is focused on instruction and MTSS, Cluster students K-8 utilize Unique curriculum and participate in DLM to ensure instructional fidelity and consistency.

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).

Schoolwide reform strategies that address the needs of all students in the school, particularly low achieving (at risk of not meeting the states academic achievement standards) included MTSS, afterschool tutoring
college and career ready exposure through Navience, advisory in grades 3rd-8th, SEL school-wide focus with interventions provided by various staff members, supporting all students with basic needs regardless of circumstances, high school fair students participate in informational sessions, individual meetings for high school match, middle school grade specific parent meetings about the high school selection process, high school investigation opportunities, college theme beginning in prek.

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

To attract high quality teachers, the selection process is shared with the ILT and grade band team of candidate being sought,Multi-tiered hire process/rigorous interviews/teachers are part of the interview process, staff referrals, and mentor or peer support once hired

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.

High quality and ongoing professional development is provided through network pd, individual pd, grade band pd, family data meetings, Community in School for additional resources and supports for our families, staff involved in specific cohorts/plc based on school-wide student needs, and school-wide professional readings.

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

Our parent involvement strategies include family data meetings, open house, chat with the principal, pastries with the principal, honor roll luncheon, attendance incentives, back-to school bash, peace rally, assemblies, and State of the School.

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.

Our preschool program is aligned to our regular instructional day. Prek students participate in several activities that include Step up to Kdg, Read to Me I Read to You days, we meet with all parents to share expectations and answer questions, weekly/bi-weekly vertical meetings with prek/kdg, instructional continuum begins in prek and we try mirror our prek as close to kdg as possible.

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.

Teachers are included in the decisions regarding academic assessment by participating in data meeting, goal setting, complete data decks, ILT members review data and share during teacher teams, teachers are provided with opportunities to pilot instructional programs and provide administration with recommendations for what will work for our students.

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.

School-wide we participate in the DDI cycle, we have school wide weekly assessment days and Tier up/Pull up days/reteaching, we review data from the MTSS-problem solving process, and teachers hold 1-on-1 conferencing with students and goal settings.

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.

Our programs include being a healthy school with a culinary arts program, participating in the fresh fruit and veggie program, and small bites program. We also offer computer class, a band program , a chess club, sewing, art club, and provide referrals and community support for parents via partnership(Phalynx and Universal Family Connection), sports program, and service learning.

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.

Parents will remain involved in the development of the parental involvement plan and policy, as well as continually informed in NCLB revisions through monthly PAC/NCLB parent meetings. These meeting are open to all parents who have students attending Whistler.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will share information about PAC in September 2020 and hold the Title I meeting in October 2020 and meet monthly until June 2021.

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.

Whistler's monthly PAC meetings have been scheduled for every 2nd or 3rd Thursday of the month and meeting times are conveniently set for those parents who work mornings or evenings. The school PAC will arrange a suggestion box in the Parent Room where suggestions and questions will be monitored on a weekly basis by the PAC chairperson. All entries will be forwarded to the school principal for response at the next regularly scheduled meeting.

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.

During the first report card pick-up in November, teachers will distribute to parents a copy of their child's NWEA data report, as well as their child's goal setting template that is normally completed by the end of October. When students are tested in the middle of the year (December), parents will receive new data at the January parent meetings.

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.

Information will be made available upon parent request. CPS notifies all parents if their child's teacher is deemed not "highly qualified". At Whistler, the only way a teacher who is not highly qualified will be in a classroom for 4 consecutive weeks, is if the regularly assigned teacher is on leave, and a highly qualified substitute could not be found.

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.

Parent University Nights will be held each quarter. The purpose of the quarterly meetings will be to provide information to parents about state, district & school wide assessments. During Report Card Pick-Up days, and whenever requested, Parent Portal stations are set up to demonstrate how to utilize the program, and enroll parents who want to monitor their children's progress. We will also have mandatory parent meetings for each grade level in January to discuss standards, assessments, how to monitor student progress and how to continue to work with their child's teachers.

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.

All information, resources, materials and training will be provide through Parent University, and PAC sponsored parent workshops throughout the school year. The goal is to have 1 parent workshop per month in differentiated areas.

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.

All staff members will be part of a beginning of the year workshop, hosted by Administration, on the value of Parents as Partners, and strategies to foster strong parent/teacher trust relationships. Teachers will also be trained in building relationships and appropriate communication and escalation of concerns.

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 have 2 full-day Pre-K programs through Chicago Early Learning. The Office of Early Childhood has regularly scheduled parent workshops that held quarterly. Programs will focus on ways parents can support student learning at home as well as psychological support (as needed).

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.

Information for parents will be corresponded through monthly calendars, newsletters, school website, School Marquee, and flyers.

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.)

Whistler's Mission is that in partnership with the entire community, we will provide all students with a high quality education through rigorous instruction while instilling our core values of leadership, respect, teamwork, honesty, and trust to build lifelong learners who make a positive contribution to their community.

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.

Parents and teachers are strongly encouraged to meet throughout the school year. There are opportunities for conferences on an ongoing basis, either parent, teacher or administrative requests. We also host district mandated parent-teacher conferences on November 14, 2018 and April 18, 2019. When Qtr. 2 ends, we will host a school-wide mandatory grade level parent meeting, where teachers will host conferences during the week of January 29-February 2, 2019.

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

Students will receive progress reports at the 5th, 15th, 25th, and 35th weeks of school, to alert parents of their academic progress, as well as attendance concerns. Students will also receive report cards at the end of each 10 week quarter (4 report cards per school year).

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

Parent conferences must be arranged and scheduled with the teacher before school, beginning at 8:00am; during teacher prep periods, and after school beginning at 3:30pm. Staff members may also be contacted via email or phone calls.

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 encouraged to, and currently volunteer in all primary classrooms. Additionally, parents may volunteer in classrooms, when mutually agreed upon with the teacher, daily from 8:30am- 10:30am, and afternoons from 1:30pm- 3:30pm. Parents are also welcome to observe all classroom activities and volunteer for all school field trips.

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

Parents are encouraged to check parent portal. Parents can request access to the system any time during the school year. For parents who do not request access, the school strongly encourages participation. Parents are notified from the district and at the local school level when students are not in attendance. They are sent 5 and 10 day unexcused absence letters through certified mail. They must also ensure their child is in attendance and on time everyday. Students at Whistler receive homework nightly. Parents are to check folders, review homework packets, and remain in communication with teachers. Teachers are required to submit a monthly call log, to show evidence of ongoing communication with parents around student academics, attendance and behavior.

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

Parents will be able to participate in monthly PAC meetings. In these meetings, parents will be included on decision making about areas of concern, updated on changes and informed about how the education of their children will be positively affected by these changes.

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).

Teachers host data conversations with their students quarterly. These meetings with individual students are for teachers to inform them of their current data, goal-set with students, discuss areas of concern, and strategies for improvement. All students are aware of their growth targets and work collaboratively with teachers to ensure that the targets are met. Students must adhere to school-wide expectations for attendance, behavior, & academics.

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.

Our goal is for teachers, staff members and administration to engage in ongoing, school-to-home and home-to-school communication with parents so they can know learn how to best support their child's learning at home, and also to foster relationships that will allow school staff members to learn from our families about their child's strengths and needs. Through shared communication and decision-making on the best interest of the child, we will see an increase in student academic achievement.

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

Account(s)

Description

Allocation

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.	$1958.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00