Edward White Elementary Career Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/31/2020	Sadder, Docks, Richardson, McMillan	Review of Previous CIWP, SEF, and Access
02/20/2020	Sadder, Docks, Richardson, Ellis, House, Gassaway	Identify areas of improvement based on SEF
03/05/2020	Sadder, Richardson, Docks, McMillan, Gassaway	Data Review / Strategies
04/17/2020	Sadder, Richardson, Docks, McMIllan, Gassaway	Strategy focus/ TOA
04/28/2020	Sadder, Richardson, Docks, McMillan, Gassaway, Ellis,	TOA/Action Items/Timeline
05/13/2020	Sadder, Richardson, Docks, Ellis, Rhodes, Anderson	Sharing of CIWP and Budget Items/ Sharing of one pager

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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 2 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: 5 essentials, peer observations and walk thru feedback.
- 3 - Structure for Continuous Improvement
    - o 2 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 2 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 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)
    - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: 5 essentials, Parent feedback surveys.ILT meetings and CIWP

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 2 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**: CIWP, lesson plans and maps. GLM minutes and job embedded PD. Chose this area as we need further curriculum development to support literacy and math instruction. This includes use of complex text, big ideas ,and vertically aligned curriculum across splits.
- 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 2 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 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 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 observations. DL schedules. Student work samples. GLM minutes. As we reviewed our evidence we realized we didnt provide enough opportunities for discussion and discourse among students. This was also evident in our peer and walk through visits.
- 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 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 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- o 2 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**: Grade book, syllabus, letters home. ILT meetings; parent meetings.
- 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 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 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 2 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 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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**: ILT meeting. MTSS support.
- 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**: SEL classes, Naviance, College visits

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**: 5 essential survey; feedback from internal survey for teacher and parents. Job embedded PD as well as SEL PD and workshops.
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 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**: SEL. MTSS focus. Student Council. We need to continue to provide students with opportunities for advocacy and building self esteem through SEL initiatives and tiered support.
- 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**: PBIS initiatives. Reduction in suspensions and student infractions.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Data from ASPEN. Implementation of restorative practices. PBIS.
- 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 3 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**: Parent liaison partnership. Community in schools. Monthly parent workshops. Open door policy. Partnerships with parents through CPD and community organizations.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**3**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
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: MTSS	**2**
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	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**

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy attainment for students K-8
Root Cause 1	More job embedded professional development on quality literacy instruction and small groups (coaching, bite sized feedback, peer observations)
Area of Critical Need 2	Math growth for students 3-8
Root Cause 2	Teachers need to focus more extensively on conceptual learning of math and utilize real world experiences with students through projects, and authentic problem-solving learning activities
Area of Critical Need 3	Attendance for students K-8
Root Cause 3	Small group of same students with chronic attendance issues; need to develop a focus group to determine root cause of repeat students with low attendance; link parents to needs in the community around housing and employment. Consistently (weekly) post outside classroom door weekly attendance for each classroom.

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
Vision: NWEA Growth G3-8 (Reading) Our growth in reading dropped significantly from the previous year. We are aiming to improve student achievement in grades 3-8.	Overall		60.00	70.00
	Students with IEPs		52.00	56.00
Vision: Attendance Rate Our attendance drop slightly from the previous year. Attendance is essential to making progress academically.	Overall		95.00	95.50
	EL		94.00	95.00
Vision: NWEA Growth G3-8 (Math) Our math data also dropped from previous year. Last year we had three teachers out on leave. Students experienced trauma from passing of one of the teachers during the middle of the school year. We made changes to grade level assignments and configurations (unsplitting classes, etc) to provide more support to students.	Overall		55.00	60.00
	Students with IEPs		40.00	45.00
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Currently Well Organized -- continue to maintain status and work on area of focus for improvement (supportive environment).			3.10	5.00	5.00

Custom metrics (11% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Decrease the number of Tier II and III students for academic and behavior support. Decrease the number of behavior infractions based on SCC code. - ADD SPECIFIC CODE Our goal is to consistently implement Tier I behavior and academic supports in the classroom to students. We want to provide intervention to students for academic and behavior support at the Tier II and III levels.					
MTSS (Blank)					
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If we provide teachers with meaningful professional development through job-embedded and collaborative learning opportunities in the areas of Math rooted in 1) Common core standards in math and shifts 2) Differentiated small group instruction 3) Conceptual math strategies where students are challenged to solve real-world scenarios utilizing standards for mathematical practices and content, and integrating key areas in math and CCSS math progressions...
Then we see...	Students engaged in high quality instruction through small groups in math; students engaged in collaborative discourse and critical thinking across disciplines. Student work that reflects implementation of targeted areas/priorities based on Math professional development, with clear rubrics for student assessment. Students engaged in authentic learning experiences that merge theory and practice.
which leads to...	55% of students meeting growth targets in math for grades 3-8.
Budget Description	Math support through use of manipulatives and supplemental resources. Tier II and III intervention/tutoring during the day. After school support for math for all grades through out the year.
Tags	Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum
Action steps	• (Not started) Create authentic performance based assessments aligned to standards K-8

	Tags: • (Not started) Engage in peer observations within school and across other schools focused on evidence and implementation of math shifts and create a repertoire of high quality of instructional strategies. Tags: • (Not started) Develop academic math vocabulary resource bank and math word walls in each class. Share lessons across grade levels for teaching academic math vocabulary. Tags: • (Not started) Create lesson plans focused on conceptual math learning and include focus, coherence, and rigor. Tags: • (Not started) PLC focused on literature to support best practices in math instruction; support from Math Coach. Tags: • (Not started) Utilize network resources and information from network PD focused on progression of math standards, math practice standards and implementation guides. Tags: • (Not started) Analyze student work during grade level team meetings utilizing protocols and rubrics; identify students needing additional support and acceleration. Tags: • (Not started) Utilize metacognitive strategy (SOLVE), for building problem solving skill described in SMP#1. Tags:

Strategy 2

If we do...	Provide teachers with a K-8, vertically CCSS aligned curriculum, in reading and math that allows for project based learning, cooperative grouping, rigorous authentic tasks and performance based learning activities and assessments...
Then we see...	Students engaged in higher order thinking activities, students writing and engaging in meaningful dialogue about their learning, lessons aligned to standards with clear

	objectives, progress monitoring and support of students that need additional academic intervention, as well as accelerated learning for students above benchmarks.
which leads to...	ELA growth goal of 60% and Math goal of 55%.
Budget Description	Continued professional development and resources for teachers to build understanding of implementation of CCSS. Release days for teachers to visit classrooms and plan collaboratively through PD time. Build a bank of authentic learning tasks and assessments. Purchase of online platforms (STRIDE, Literacy Pro).
Tags	Curriculum, Assessment: Curriculum Equity Initiative
Action steps	(Not started) Engage in professional development around curriculum maps, scope and sequence and vertical alignment. Tags: (Not started) Identify high quality resources to support K-8 curriculum in reading and math Tags: (Not started) Utilize STRIDE, TRC/DIBELS , Scholastic for progress monitoring tools. Tags:

Strategy 3

If we do...	Develop coordinated, school wide social/ emotional programming grades K-8 (Tier I) ; integrate social-emotional with academic content areas /Instructional practices that promote SEL competencies and IL SEL standards; Consistently implement intervention strategies for Tier II and III academic and behavior students.
Then we see...	Teachers utilizing and implementing Tier I strategies consistently to meet the academic and behavior needs of students. Implementation of skills from Tier I checklist (academic and behavior). Higher student engagement in school through increased student attendance, increased on track rates, higher level of teacher and student efficacy.
which leads to...	Higher attendance rates (95% goal) and higher on track index rate (41); Decreased number of discipline referrals and number of students on Tier II and III list for academic and behavior support based on MTSS logging site.
Budget Description	Incentives for attendance and PBIS. Planning around professional development for logging, verify, and dashboard.
Tags	MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership

Action steps	• (Not started) PBIS monthly initiatives (color for tickets, theme, dates) Tags:MTSS, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Classroom and school wide PBIS matrix for hot spots and descriptions. Tags:OSCPA: Tier 1, OSEL: Supportive Classroom Environment • (Not started) School wide celebrations for attendance; Tiered support for students below 95%; needs assessment and parent survey. Tags: • (Not started) Classroom attendance incentives and incentives in the areas of behavior, uniform and homework. Tags: • (Not started) Weekly SEL classes for all students led by counselor and reinforced by teachers. SEL focus each month on one of the 5 competencies. Tags: • (Not started) Cool Tool lesson plans submitted monthly by teachers focused on themes and connected to SEL focus. Tags: • (Not started) Weekly reflection on Tier I checklist in grade level meetings and area of focus for the week based on academic and behavior needs. Tags: • (Not started) Identify Tier II and III academic and behavior students; log interventions in system; reduce number of Tier II and III students each quarter by 25%. Clear exit criteria for Tier II and III Tags:

Strategy 4

If we do...	If we provide teachers with meaningful professional development through job-embedded and collaborative learning opportunities in the areas of ELA rooted in 1) Common core standards reading shifts 2) balanced literacy framework supported by Scholastic guided reading, independent reading, and whole group strategies 3) small group and differentiated instruction based on student needs.

Then we see...	Students engaged in high quality instruction through small groups in both reading and math; students engaged in collaborative discourse and critical thinking across disciplines. Student work that reflects implementation of targeted areas/priorities based on ELA and Math professional development, with clear rubrics for student assessment. Students engaged in authentic learning experiences that merge theory and practice.
which leads to...	Students meeting 60% of growth targets in reading.
Budget Description	Complex text, partnership with Scholastic for coaching and guided reading sets. Tier II and III intervention/tutoring during the day. After school support for reading in all grades through out the year.
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction
Action steps	(Not started) Continue professional development with Scholastic focused on guided reading and small group differentiated instruction. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) Develop classroom libraries that are: culturally relevant; varied in genres based on student interest and grade level appropriate standards; span across levels in classroom based on student leveling data. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences (Not started) Use independent reading checklist from department of literacy to assess IR implementation and next steps for improvement. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts (Not started) Engage in peer observations and observations across other schools to develop deeper understanding of literacy shifts and to implement shifts consistent in daily practice. Tags:Curriculum, Instruction (Not started) Develop opportunities and structures for collaborative grouping, discussions, and discourse around complex literacy text. Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language (Not started) Analyze student work during grade level team meetings utilizing protocols and rubrics; identify students needing additional support and acceleration. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Action Plan

Strategy 1

Create authentic performance based assessments aligned to standards K-8

Jun 21, 2020 to Jun 17, 2022 - Teachers; admin

Engage in peer observations within school and across other schools focused on evidence and implementation of math shifts and create a repertoire of high quality of instructional strategies.

Jun 21, 2020 to Jul 17, 2022 - Teachers; admin

Develop academic math vocabulary resource bank and math word walls in each class. Share lessons across grade levels for teaching academic math vocabulary.

Jun 21, 2020 to Jul 17, 2022 - Teachers; admin

Create lesson plans focused on conceptual math learning and include focus, coherence, and rigor.

Jun 21, 2020 to Jul 17, 2022 - Teachers

PLC focused on literature to support best practices in math instruction; support from Math Coach.

Jun 21, 2020 to Jul 17, 2022 - Admin; ILT, Teachers

Utilize network resources and information from network PD focused on progression of math standards, math practice standards and implementation guides.

Jun 21, 2020 to Jul 17, 2022 -

Analyze student work during grade level team meetings utilizing protocols and rubrics; identify students needing additional support and acceleration.

Jun 21, 2020 to Jul 17, 2021 -

Utilize metacognitive strategy (SOLVE), for building problem solving skill described in SMP#1.

Oct 01, 2020 to Jun 21, 2021 -

Strategy 2

Engage in professional development around curriculum maps, scope and sequence and vertical alignment.

Jun 21, 2020 to Jul 17, 2022 - Staff; Admin

Identify high quality resources to support K-8 curriculum in reading and math

Jun 21, 2020 to Jul 17, 2022 - Teachers; ILT; Admin

Utilize STRIDE, TRC/DIBELS , Scholastic for progress monitoring tools.

Jun 21, 2020 to Jul 17, 2022 - Teachers; Admin

Strategy 3

PBIS monthly initiatives (color for tickets, theme, dates)

Sep 08, 2020 to Sep 02, 2022 - Teachers; BHT; PBIS committee

Classroom and school wide PBIS matrix for hot spots and descriptions.

Sep 08, 2020 to Jul 01, 2022 - Admin; Teachers

School wide celebrations for attendance; Tiered support for students below 95%; needs assessment and parent survey.

Sep 08, 2020 to Jun 17, 2022 - ILT; Teachers

Classroom attendance incentives and incentives in the areas of behavior, uniform and homework.

Sep 09, 2020 to Jun 16, 2022 - Teachers

Weekly SEL classes for all students led by counselor and reinforced by teachers. SEL focus each month on one of the 5 competencies.

Sep 09, 2020 to Jun 17, 2021 - Counselor; Teachers

Cool Tool lesson plans submitted monthly by teachers focused on themes and connected to SEL focus.

Aug 24, 2020 to Jun 17, 2022 - Teachers

Weekly reflection on Tier I checklist in grade level meetings and area of focus for the week based on academic and behavior needs.

Sep 08, 2020 to Jun 17, 2022 - Admin; Teachers; Counselor

Identify Tier II and III academic and behavior students; log interventions in system; reduce number of Tier II and III students each quarter by 25%. Clear exit criteria for Tier II and III

Sep 08, 2020 to Jun 17, 2022 -

Strategy 4

Continue professional development with Scholastic focused on guided reading and small group differentiated instruction.

Jun 21, 2020 to Jun 24, 2022 - Admin; Teachers

Develop opportunities and structures for collaborative grouping, discussions, and discourse around complex literacy text.

Sep 08, 2020 to Jun 24, 2022 - Teachers; Admin

Analyze student work during grade level team meetings utilizing protocols and rubrics; identify students needing additional support and acceleration.

Sep 08, 2020 to Jun 17, 2022 - ILT; Teachers; Admin

Develop classroom libraries that are: culturally relevant; varied in genres based on student interest and grade level appropriate standards; span across levels in classroom based on student leveling data.

Jun 16, 2020 to Jun 17, 2022 - Admin; Teachers

Use independent reading checklist from department of literacy to assess IR implementation and next steps for improvement.

Jun 17, 2020 to Jun 17, 2022 - ILT; Admin; Teachers

Engage in peer observations and observations across other schools to develop deeper understanding of literacy shifts and to implement shifts consistent in daily practice.

Sep 09, 2020 to Jun 24, 2022 - Teachers

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.

Needs assessment will be given to students as as well as parents and staff. In addition stakeholders are given My School My Voice Survey. We also provide our own in school needs assessment.

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

Strategies include small class sizes, interventions for reading and math, professional development to support struggling readers and to accelerate learning. In addition, we are providing a focus on math and reading shifts for common core and authentic learning experiences for students.

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.

Instructional strategies that include differentiation and using data to support instruction. We will also engage in progress monitoring to determine if students are moving toward standards and make the necessary adjustments for students needing support. This includes after school programming, MTSS intervention during the day and other strategies related to authentic learning experiences, academic vocabulary, and opportunities for student voice through student council and leadership opportunities within the school.

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).

Targeted support includes after school programming focused on reading and math and small group differentiated instruction. We will also provide counseling and Tiered support for tier II and III students in academic and behavior areas.

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

We have a website that highlights our school. We also have an open house and send out notices in the beginning of the year for recruitment.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Professional development is provided with partners such as Scholastic and also through our network office. We also have our own job embedded PD through workshops and peer classroom visits. Our staff has also visited other teachers in the network and across the system to capture best practices to utilize in their classrooms. We will also offer parent workshops monthly focused on academic progress. PD is also available after school quarterly for paraprofessionals focused on relationship building and PBIS.

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

Planning of family literacy nights, monthly parent workshops, parent visits to primary classrooms for read aloud modeling and engagement. Sharing or digital platforms focused on literacy that parents can engage in with their child.

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.

Each year we have a step up to K day where the parents and the students visit the K classroom and go through the routines. We also have a summer workshop for families and we provide workshops for prek parents through out the year so they are aware of expectations for K.

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.

We provide needs assessments for teachers to get feedback about assessments. Teachers also vote each year on assessments.

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.

Students receive assistance through small group instruction, and MTSS tiered support as well as after school programming. Feedback loops are provided to students to help accelerate learning.

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.

Through support and partnership with our network office we provide families with information about these programs and also work with Community In Schools and other agencies to provide violence prevention programs, nutrition and adult education. We also have information posted on our parent board.

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.

School will have monthly parent meetings with principal in addition to regularly scheduled LSC meetings. School conducts surveys at the beginning of each year to determine needs of parents based on feedback and suggestions. CIWP will be shared with all parents during State of the School / Open House. Plan for family engagement will be shared with parents and additional feedback will be requested.

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

We will send out flyers, post meeting dates on our website and also post meeting dates on the parent board. We will also remind students at the end of the day during announcements. Projected meeting date is September 17th, 2020.

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.

Parents have the opportunity to provide suggestions and regularly scheduled meetings. There will also be monthly parent workshops and principal has an open door policy and is highly visible and accessible to parents. Teachers also share their email and often text parents regularly. School has a website that will also share information with parents and they can leave suggestions and feedback on the site. Subsequent meetings will be scheduled as necessary to respond to suggestions or feedback.

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

Parents are provided progress reports every 5 weeks and report cards each quarter. Notices and reminders will go out to families. Twice a year in person conferences are held. Reminders will be posted on website and announcements over the intercom. Classes are encouraged to have 100% parent participation and receive a prize for highest percentage of parent pick up.

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

Parents will receive notice in the beginning of the year based on any certification or highly qualified status.

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.

We will accomplish this during a parent meeting. We will provide parents with hand outs and resources they can use to monitor their child's progress and have teachers also share best practices for working together to meet the needs of students.

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

We are planning on working with a vendor to provide technology training to parents and to increase parent involvement. The vendor is already approved by CPS and has worked in other CPS schools.

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.

Monthly parent workshops as well as opportunities to become engaged in school events such as family literacy night, family math night, field trips and technology training. Parents will also be linked to community resources.

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 currently work closely with the department of early childhood to ensure that our prek parents receive professional development and opportunities to engage with their child and teacher in the classroom. We will plan field trips and provide parents with resources to help them engage in learning activities with their child. For example, we will provide books to take home, crafts to engage in with their child and technology programming to do at home.

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.

We provide information in both English and Spanish. We ensure information is parent friendly, easy to read, and as shared multiple ways including, school website, paper flyers, and through daily announcements.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] ** In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs. **
[X] ** The school will coordinate the parent and family engagement programs identified in the CIWP. **
[X] ** The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary. **
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) Our mission is to provide a high-quality program that challenges all of our students to achieve academically. We also aim to meet the social and emotional needs of all of our students by implementing a program with rigor and individualization in its instruction, collaboration between teachers, purposeful activities that are data-driven and centered around literacy, mathematics, science, careers, and technology. This will be accomplished through quality professional development and rich learning experiences with strong parental and community support.
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. Quarterly report card distributions are held. Parent teacher conferences are held twice a year.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Progress reports and distributed every 5 weeks.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. Parents have access to all staff emails, all staff can be contacted through school website as well. Parents can meet with teachers during designated prep times and before and after school.

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.

80% of our parents have completed the Level II volunteer packets and have already went on field trips with classrooms. We will share information for parents to continue to apply to become volunteers and update the information through out the year.

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

Teachers provide parents with newsletter which highlight homework assignments and attendance incentives and monitoring. We also have digital platforms that parents can access to support their child's learning through STRIDE academy , Kahn Academy, and Scholastic Literacy Pro.

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 consult during beginning of the year needs assessment and during monthly parent workshops and during teacher provided office hour times.

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).

Students will share responsibility through goal setting, PBIS, SEL instruction and community building activities and expectations.

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 goals include technology training for parents and supporting their child at home with academic work in reading and math.

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.	$0.00
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)	$941.00
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