

Louisa May Alcott College Preparatory ES 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/04/2020	ILT	SEF
02/11/2020	ILT	SEF
02/18/2020	ILT	Priorities, Critical Needs, Root Cause Analysis
02/24/2020	ILT	Priorities, Critical Needs, Root Cause Analysis
03/03/2020	ILT	Priorities, Critical Needs, Root Cause Analysis

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** All stakeholders (ILT, grade level of teachers, FOA, LSC) involved in collaborative decision making; all areas of focus this year aligned to school priorities; restorative practices implemented this year with providing PD for teachers and modeling restorative practices for teachers; implementing activities to increase morale -- snack cart, notes in boxes, staff outings; grade level teams meet weekly and share their minutes on Drive--available for all staff to view.
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

- **Evidence:** Hiring multi-certified teachers for middle school; diverse learner committee meets monthly and has parents, teachers, and admin on the committee; implementation of Best Buddies program; although school is utilized before and after school and during summer, the custodian staff adhere to high standards of cleanliness; teachers retention is high; Wilson reading program helped with the identified gap in reading instruction--adhering to implement high foundational interventions beginning in primary; Algebra taught to all 8th grade students; teachers and support staff involved in leadership decision making.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Second grade posts real life problem boards and solutions; STEM Fair; Wax Museum Project; Scope and Sequence all aligned to standards; Standards-based instruction takes place; Second Step Curriculum at the primary level; Talking Circles implemented this school year schoolwide; Need additional text about nontraditional families; Need more texts that allow for more equity across school and grade levels; Sexual Health Education Curriculum implemented schoolwide
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Question stems are used in literacy; Science curriculum is designed based on student questioning; Math curriculum is a conceptually based program; scope and sequence in literacy and math are designed at various DOK levels; Admin reviews weekly assessments; Teachers consistently provide feedback through conferences and rubrics; Interventionists are in place to provide additional support for students that need additional support; teachers resign reteaching and enrichment lessons for students; paras are also instructed on how to provide interventions supports; Encourage and promote the coteaching

model for diverse learners; ELL-endorsed teachers at each grade level to support students and half-time ELL teacher is on staff--an additional hour daily is added to her schedule to provide additional supports for students; influx of new families are creating more a need for ELL supports and teachers provide various and relevant interventions to support the students to acquire English; core subject areas and disciplines convey key shifts and practices that are innovative, progressive, and relevant: STEM, Drama, musical, new methodologies for teaching math and literacy, sexual health education curriculum, implementation of Wilson Reading program, availability of technology school wide (one-to-one), and civic engagement relevant to each grade level.

- 3 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Administration reviews assessments weekly. Teachers vary the assessments for measure student learning at their levels. MTSS team has a problem solving approach for identifying students for tier level supports. We do not currently use separate assessments of ELL; however, separate assessments are created for diverse learner as needed to accommodate and modify appropriately. Diverse learner and general education teachers work collaboratively to design, analyze, administer, and modify assessments as appropriate to students with varying degrees. Focus this year has been assessment literacy: grade levels met over summer, after-school, and during school-improvement days to focus on designing assessments.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 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)
- **Evidence:** Chronic absenteeism is minimal and only pertains to 1-2 families school wide yearly but staff and administration intervene immediately and take appropriate action to support families. MTSS team meets twice monthly to address multi-tiered interventions for students; priorities are aligned to outcomes during MTSS team discussions; Admin allocates the necessary budget to provide the MTSS supports--MTSS team has not been denied of any resources requested; NWEA, Dibels, TRC, Dashboard, and classroom academic and behavioral data are reviewed consistently to determine efficacy; multiple data sources need to be utilized at a few grade levels--practice is in place at other grade levels but needs to be better aligned school wide; With scope & sequence in literacy and math, DOK levels are a priority in unit instruction and assessment design to ensure differentiated instruction is taking place; more consistency is needed for the implementation for the supportive practices in place: calm classrooms, talking circles. Need a researched-based diagnostic tool for tier 1 and 2 progress monitoring; MTSS team has developed a process for method, duration, frequency, and measures for progress monitoring but it needs to be implemented with fidelity. Family and community engagement with communication (feedback and input from families) is a priority. Check in/Check out, and any behavioral expectations are consistently shared with families; BOY, MOY, and EOY NWEA data are used to make growth-minded decisions for students. Alcott is very strong with family and community engagement but needs to work toward more fidelity of implementation with MTSS Framework Implementation Guide and self-reflecting processes.
- 4 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Structures in place for transitions: from elementary to high schools and from grade level to grade level. Working more toward common collaboration times across grade levels. Adults in the building as colleagues are highly respectful, supportive, and positive working among themselves and students. Student culture is on the promotes restorative practices embedded in respect. Students are given multiple opportunities to have controversial conversations related to politics, the world, and historical topics. Congressman Quigley, Alderman Smith, and State Representative Smith are partners with the school.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Adults in the building as colleagues are highly respectful, supportive, and positive working among themselves and students. Student culture is on the promotes restorative practices embedded in respect. Students are given multiple opportunities to have controversial conversations related to politics, the world, and historical topics. Congressman Quigley, Alderman Smith, and State Representative Smith are partners with the school.
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Civic learning is prioritized in the middle school and as appropriate in the primary grades; middle school staff attended all the District professional developments necessary; social and digital platforms used to discuss controversial topics related to politics, the world, and history; Junior Achievement and Career Day; Alderman Smith, Congressman Quigley, and State Representative Smith are partners with school; student voice and ownership is a priority--student council makes announcements and assists with school tours for new families; students take ownership of the musical set, sound, and lighting; student voice and choice are encouraged as a classroom culture.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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)
 - **Evidence:** Staff is trained on conscious discipline and safety cares to address students who may have trauma related concerns. School moved the last year to a restorative practices school utilizing talking circles, peace circles, and restorative conversations. Students move through the building safely and orderly. Some concern with JCC after school but a new administrator will be in place to address the concerns. The SEL team addresses the school climate by providing suggestions, reminders, and strategies of wellness for staff and students.

- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Second Step implemented PreK-5 and advisory utilized in middle-school to advisory; however, there needs to be more supports at the middle-school and ancillary classes. Restorative approaches to student accountability is a priority and is implemented by administration but more professional development is needed at the classroom level. Families are partners in addressing interventions for their children. Suspensions are a last resort--hardly ever used. IEP, race, family life are all considered when reviewing behavior data and disciplinary practices.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Families are parent readers in the classroom, room moms, organizers of classroom events. Coffee talks with families held monthly by administration to get feedback and express concerns. Grade level play dates are held during summer and throughout the school year for students and parents to get together; family outings held after curriculum night and parent-teacher conference days for all families to get together. Spring fundraiser for families; teachers communicate consistently and frequently with families. Interpreters provided if needed for meetings with families. Support team (social worker, case manager, psychologist) communicates proactively with families about interventions provided for students.

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Level of growth in reading for high attainment students according to SQRP metrics from 2016-2020 and aggregating the data for NWEA, ACCESS, TRC, and classroom formative assessment.
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Root Cause 1	Scope and Sequence still in development to identify higher levels of DOK during instruction and assessment; differentiation for high-attainment students is limited due to sustainability of the quality and consistency of interventions;
Area of Critical Need 2	Level of growth in math for all students in SQRP metrics from 2018-2020 and also according to the NWEA, ACCESS, and classroom formative assessments.
Root Cause 2	Scope and Sequence still in development to identify higher levels of DOK during instruction and assessment; differentiation for high-attainment students is limited due to sustainability of the quality and consistency of interventions
Area of Critical Need 3	Level of growth in reading for ELL and DL students according to SQRP metrics from 2016-2020 and aggregating the data for NWEA, ACCESS, TRC, and classroom formative assessment. (Diverse Learner at 40th percentile on 2019 SQRP and 12th percentile in 2018 SQRP; 17/6 percent of students making sufficient annual progress on ACCESS according to 2019 SQRP)
Root Cause 3	Lack of direct resources and supports (half-time ELL students); Transient students moving from non-English speaking countries mid-year; progress monitoring; lack of time for direct instruction; Lack of differentiated Tier-1 and Tier 2 interventions for DL learners. Diverse Learner at 40th percentile on 2019 SQRP and 12th percentile in 2018 SQRP; 17/6 percent of students making sufficient annual progress on ACCESS according to 2019 SQRP.
Area of Critical Need 4	Increase in the social emotional related infractions leading to an increase in suspension practices by .2 percent.
Root Cause 4	Referral system is not used with consistency to report the number of infractions that take place in the classroom that unlines the classroom interventions; lack of understanding about the policy and procedure for intervention practices implemented; systems in place for behavior expectations that are more punitive rather than those which encourage uniformity, community, or team building. Lack of training for paraprofessional regarding best practices for student accountability; lack of collaborative planning time

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 - Reading (Grades 3-8)	Students with IEPs		52.00	56.00
Level of growth in reading for ELL and DL students according to SQRP metrics from 2016-2020 and aggregating the data for NWEA, ACCESS, TRC, and classroom formative assessment. (Diverse Learner at 40th percentile on 2019 SQRP and 12th percentile in 2018 SQRP; 17/6 percent of students making sufficient annual progress on ACCESS according to 2019 SQRP)				
SQRP: National School Growth Percentile - Math (Grades 3-8)	Overall		87.00	90.00
In reviewing the data across all subgroups, the design of plans, instruction, and assessments need to be at higher DOK levels to meet the needs of all students.				
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Overall		74.00	76.00
With the high level of attainment across all grade levels and subgroups, planning, instruction, and assessment needs to adhere to the developed scope and sequence plans that target higher levels of DOK.				
(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			4.10	4.30	4.30

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Working toward explanation of the questions for students to answer them accurately and authentically; allowing more opportunities during and after school for parents to participate by completing the survey.					

Custom metrics (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
NWEA National School Growth Percentile ? Reading (Blank)	71.00	71.00		77.00	80.00
NWEA Diverse Learner Growth Percentile ? Reading (Blank)	12.00	40.00		50.00	55.00
NWEA % of Students Meeting/Exceeding National Average Growth Norms (Blank)	66.00	65.40		72.00	75.00

Strategies

Strategy 1

If we do...	build on teachers' current capacity, knowledge, and practice of restorative practices by providing ongoing and deeper levels of professional development and continue to model the restorative practice approach for building community and addressing the various levels of students' social-emotional needs
Then we see...	a decrease in the punitive consequences and an increase in student ownership and accountability for long-term solution based approaches to discipline issues/concerns
which leads to...	which will lead to a 100% of our teachers using restorative practice approaches in our classroom for building relationships among staff and students and students with students and ultimately lead to maintaining high levels of academic attainment and growth.
Budget Description	

Tags	CBE: SEL Integration, OSCP: Social/Emotional Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Develop and implement a schoolwide restorative practice team where all teachers and staff collectively are responsible for leading centrally-managed response to behaviors using consistent, restorative processes. <p>Tags:Supportive and Equitable Approaches to Discipline, OSCP: Social/Emotional Support</p> <ul style="list-style-type: none"> (Not started) Use a multi-tiered system fo supports for social, emotional, and behavioral growth using data to determine which behaviors should be more closely monitored and addressed positively. <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Provide professional development opportunities for restorative conversations, peace circles, de-escalation strategies, Conscious Discipline, and social-emotional supportive practices. <p>Tags:Relational Trust, ODLSS: Behavior Support, OSEL: Supportive School Environment</p>

Strategy 2

If we do...	build a culture that reflects on high expectations for all students by engaging them in higher DOK levels through differentiated instruction and by planning and assigning tasks that are cognitively challenging for individual students
Then we see...	greater levels of student engagement, deeper levels of student questioning and discussion practices, higher levels of student ownership, and instruction that is appropriately adjusted so that individual student misunderstanding and advanced needs are appropriately accomodated
which leads to...	80% of students meeting or exceeding their growth standards on the NWEA test.
Budget Description	
Tags	Instruction, Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Teachers use toolkits to create their scope and sequence <p>Tags:Personalized Learning: Authentic Learning</p>

	<ul style="list-style-type: none"> (Not started) Teachers begin creating personal unit plans based on their scope and sequence <p>Tags: Personalized Learning: Authentic Learning</p> <ul style="list-style-type: none"> (Not started) Teachers will add individualized activities in the unit plans that cater to a variety of DOK levels which provide support to student who need it and challenge and rigor to students who need enrichment. <p>Tags: Personalized Learning: Authentic Learning</p>
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Strategy 3

If we do...	If we ensure the Scope and Sequence Curriculum Maps and associated unit plans have specific targeted skill mastery (3-5 CCSS/NGSS) and ensure alignment between those learning points and the summative assessment for units at high levels of DOK (3+)
Then we see...	curriculum and instruction that appropriately addresses the power standards and covers the span of CCSS/NGSS, and assessments aligned to the level of rigor implicit within the CCSS/NGSS
which leads to...	student acquisition of these CCSS/NGSS learning targets through increased levels of student engagement in the classrooms and higher levels of projected student growth on EOY NWEA scores.
Budget Description	
Tags	Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness
Action steps	<ul style="list-style-type: none"> (Not started) Finish Scope and Sequence for grades K-8 in ELA; Grade levels who have already completed the S&S will finish the unit plans of instruction incorporating the DOK levels for instruction and assessment <p>Tags: Assessment: Balanced Assessment and Grading, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> (Not started) Continue with the Scope and Sequence for Grades K - 8 in Math and Science then begin on unit designs incorporating the DOK levels for instruction and assessment <p>Tags: Instruction, Assessment: Balanced Assessment and Grading, Science: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) Plan times during the calendar year for across grade-level collaborative meeting times to vertically align the S&S and unit plans to ensure continuity <p>Tags:</p>

Action Plan

Strategy 1

Develop and implement a schoolwide restorative practice team where all teachers and staff collectively are responsible for leading centrally-managed response to behaviors using consistent, restorative processes.

Aug 26, 2019 to Aug 31, 2020 - Administration Counselors Teachers Case Manager Security

Use a multi-tiered system for supports for social, emotional, and behavioral growth using data to determine which behaviors should be more closely monitored and addressed positively.

Sep 03, 2018 to Jun 25, 2021 - Administration MTSS Team Teachers

Provide professional development opportunities for restorative conversations, peace circles, de-escalation strategies, Conscious Discipline, and social-emotional supportive practices.

Mar 02, 2020 to Jun 30, 2021 - Administration Teachers Support Staff

Strategy 2

Teachers use toolkits to create their scope and sequence

Jun 03, 2019 to Mar 04, 2020 - Teachers Administration

Teachers begin creating personal unit plans based on their scope and sequence

Jun 03, 2019 to Aug 21, 2020 - Administration; teachers

Teachers will add individualized activities in the unit plans that cater to a variety of DOK levels which provide support to student who need it and challenge and rigor to students who need enrichment.

Sep 02, 2019 to Sep 06, 2021 - Administration; teachers

Strategy 3

Finish Scope and Sequence for grades K-8 in ELA; Grade levels who have already completed the S&S will finish the unit plans of instruction incorporating the DOK levels for instruction and assessment

May 07, 2018 to Aug 24, 2020 - Teachers Administration Network Support Staff

Continue with the Scope and Sequence for Grades K - 8 in Math and Science then begin on unit designs incorporating the DOK levels for instruction and assessment

Sep 03, 2018 to Sep 06, 2021 - Teachers Administration Network Support Staff

Plan times during the calendar year for across grade-level collaborative meeting times to vertically align the S&S and unit plans to ensure continuity

Sep 02, 2019 to Jun 24, 2022 - Administrators Teachers

Fund Compliance

ESSA Program

[]

ESSA Schoolwide Program

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

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

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

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula

remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Families are consistently provided opportunities to provide feedback to the administrative and admin team. To begin, the Local School Council is involved in decisions related to the school: budgetary, instructional, social-emotional, infrastructure, rental of school property and other decisions related to the school. The Diverse Learner Committee comprised of parents, teachers, and administrators work collaboratively to set school goals and planning in relation to the diverse learner supports and MTSS opportunities. To obtain further parental and community input, surveys are sent out as needed to gauge parent feedback regarding upcoming decisions that would impact the school population. In addition, the Friends of Alcott holds monthly meetings with the school population and administration to keep families updated on the initiatives and projects in place. The administrative team holds a monthly coffee talk for families to express their views on anything related to the school or decisions related to the school. An open-door policy is always upheld by the team of teachers and administrators for parents to openly dialogue with the staff and communicate their concerns and expectations.

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

During the Curriculum Night at the onset of school, there is always a welcome from administration and opportunities for families to visit their teachers classrooms and with teachers to hear the classroom and school plans, vision, expectation, and ways for parental involvement. Often the Friends of Alcott and member of the Local School Council are actively involved and present during Curriculum Night as well as all other parent clubs, after-school and summer program vendors. This is an excellent opportunity for families to get all the information regarding the school year. Throughout the school year, there are monthly committee meetings including LSC, FOA, Diverse Learner Committee, Coffee Talks, and social outings for families after parent teacher conferences or any major school event to become involved, get engaged, and get further information. During the summer, new families of the school are paired to placed in communication with mentor families. (Veteran families are families returning to the school and have been at Alcott for at least a year.) Through this mentorship, new families are given a personal contact person who can share important info with the new families and answer any questions. They also hold grade level play dates throughout the summer leading into the school year for an additional opportunity to form community and get these questions answered.

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 and family members are vital to Alcott's success. Their involvement is encouraged and welcomed. Teachers and administration respond to a parent's request within 48 hours to coordinate a meeting within the week. Families are consistently encouraged and provided opportunities for feedback in relation to the education of their children through the involvement with the individual classroom meetings, LSC and FOA meetings, Admin Coffee Talks, IEP meetings, Diverse Learner Committee Meetings, and personalized one-on-one meetings with families and staff.

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

State assessment results are either sent home to students or mailed to families as soon as the state has returned the results to the school.

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.

All teachers at Alcott are "highly qualified." If a teacher is in the process of becoming "highly qualified," there will be a notice sent out to the affected families notifying them of the reason the teacher is considered to not be "highly qualified" and when the date by which the Board of Education will consider the teacher to become "highly qualified." This is only foreseen to be an issue if Alcott hires a teacher from a different state who is awaiting the Illinois certification; however, for the duration of this CIWP time span, Alcott doesn't plan to hire any teacher who aren't "highly qualified."

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.

N/A

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.

Parents will have opportunities to learn general content and skills at Curriculum Night. There will also be a station for parents to learn how to use Google applications and set up the triggers on Aspen. Weekly newsletters are sent to the Alcott community with all necessary information. Teachers provide ongoing resources to families on how to support their students at home. Room parents take lead on sharing all social and extracurricular opportunities to be involved in the classroom. If new curriculum or new programming is adopted, parent nights will be held to introduce families to the new materials; often, these are held as part of the LSC meetings as this what has been highly successful at Alcott.

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.

Alcott fosters a collaborative relationship among its staff and families. Consistent communication is fluid among teachers and families regarding expectations and/or concerns academically, socially, and behaviorally. The home to school and school to home connection is strong at Alcott.

The first week of school, the staff is involved in a professional development week. During that week, the admin shares the expectations for communicating with parents and families throughout the school year. Teachers are expected to check their emails twice daily and respond to parent emails within 48 hours. Grades are to be posted on Parent Portal within one week of assignment or assessment administration. If a grade drops two grades, teachers are to communicate with families notifying them of the decrease in the grade. Any concerns socially, emotionally, academically or otherwise are communicated by staff to families and vice versa. The support team at Alcott (psychologist, social worker, counselor, etc.) also work closely with teachers to build ties with parents and family members. Ongoing meetings among staff and families is common at Alcott. This has been a strength of the Alcott staff and families and has led to great success for our students.

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.

Partnership with the J at School provides opportunities for before- and after- care as well as enrichments for families. Teacher-led programs such as Homework Help, Drama, Sports, Art Club, Math Club, and additional academic support clubs provides support for students as well as opportunities for enrichment. Partnership with Steve & Kate's Camp allows for summer options for families; scholarships and waivers are available for families if 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.

Weekly newsletter is sent out on Thursday; Alcott website updates regularly with updated information for families. Teachers have their own websites which disseminate information relevant for individual classrooms. District communications are always sent in a timely fashion to families and in their home language, if available. School calendar on the website, individual classroom websites, FOA website, and also through weekly newsletter shares information related to parent and family meetings and programs-- usually at least a month in advance so families can arrange to attend.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

Alcott's mission is to educate students to become innovative leaders, engaged citizens and lifelong learners. Our students will be wise, creative, critical thinkers and will take responsibility for their own learning at every age.

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.

The District has two days allocated on its calendar for parent-teacher conferences; on these days, parents are asked to pickup report cards and conference with teachers after the first and third quarters. Parent-Teacher conference days are non-attendance days for students. Elementary schools are expected to run a Parent-Teacher Conference Day: Q1 on Wednesday, November 18, 2020 and for Q3 on Wednesday, April 21, 2021. While the aforementioned is the District requirement, Alcott teachers and staff have ongoing parent-teacher or parent-admin conferences as the need arises. Parents and teacher are always encouraged to dialogue regarding any academic, behavior, or social-emotional concerns/issues.

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

Alcott works diligently at the onset of school to ensure that all families are registered on Aspen's Parent Portal. Once registered, parents have immediate access to their child's grades and can also set up alerts to be notified if grades drop below a certain grade. Teachers are required to enter grades in Aspen one week after an assignment or assessment is administered allowing parents ongoing and updated progress of their student grades. Likewise, progress reports are generated and distributed to students mid-quarter. The dates for progress reports for this upcoming school year are: Q1 on October 9, 2020; Q2 on December 18, 2020; Q3 on March 12, 2021; Q4 on May 21, 2021.

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

At the onset of the school year, parents are invited to Curriculum Night. This is an opportunity to hear about what the year entails. Outside of the two parent-teacher conference days, teachers are always available for parent meetings. Once a parent requests a meeting, teachers will coordinate and meet with parents and families at a time that meets both their schedules. Teachers are available during their prep periods are often willing to meet before- and after- school as parents request.

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 volunteer as room parents and coordinate all social classroom activities. Parents often visit the classroom as parent readers and visit on Career Day. Parents chaperone field trips. If teachers need additional support in their classroom, parents are welcome to help support the classroom activity. The Friends of Alcott is a parent organization with a dedicated set of volunteers who plan, organize, and facilitate a multiple of opportunities for parents/families to participate including but not limited to Bingo Night, Alcott Gala, Family Dances, Trivia Night, Talent Show, and social family outings.

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

Families support the learning by monitoring their child's attendance, helping with homework, and consistently communicating with teachers if there is a concern.

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

Parent feedback is valued. Opportunities for parent feedback is always at the forefront of the LSC and FOA meetings. Likewise, the Admin Coffee Talks and various committee meetings held throughout the year all provide opportunities for parents to provide feedback and additional insight.

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).

Student attendance is encouraged and celebrated. Social emotional supports including talking circles and opportunities to discuss grade-level relevant and developmentally appropriate social emotional topics help students to maintain a positive attitude and also to feel supported. Students demonstrate an intrinsic desire to be successful in school; organization, independent functioning, and class preparation skills are also embedded into the curriculum to guide students on how to manage their classes and time. Psychologist and Social Worker assist classrooms with this skill. Student council actively involved to provide school wide initiatives to keep students focused. Student goal setting is an ongoing strategy utilized by staff to guide students' with their academic achievement.

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.

Alcott does not receive any Title 1 funding.

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)	\$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