

William B Ogden Elementary and High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/04/2020	Principal, IB coordinators	Process planning, survey administration

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 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
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 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:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 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
 - 3 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:**
- 2 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 2 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)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community

- 4 Take informed action where they work together to propose and advocate for solutions
- 4 Experience a schoolwide civics culture
- **Evidence:**
- 2 - Physical and Emotional Safety
 - 2 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)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Physical and Emotional Safety	2
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
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: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	5
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Goals

Areas of critical need and root cause analysis

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

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

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: HS Attendance Rate	African American		1.50	1.50
Attendance rate has dropped more than 1.5% from last school year to this school year.	African American Female		1.50	1.50
SQRP: SAT Cohort Growth Percentile	African American Male		50.00	55.00
Dropped from last year to this year.	Students with IEPs		50.00	55.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Students with IEPs		45.00	50.00
Student growth measures have lagged or not met or exceeded national norms.	FRL Eligible		45.00	50.00
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey ES					

Required metrics (Highschool) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey ES					

Custom metrics (0% complete)

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

Strategy 1

If we do...	If we align our instructional and behavior strategies around MTSS structures so that there are strong strong tier 1 practices, as well as established process and procedures to additionally support tier 2 and 3 academic and social-emotional needs of students
Then we see...	Teachers utilizing the systems of support within the school to improve behavior and learning outcomes for students and aligned practices across the campus(s)
which leads to...	Alignment to and investment in powerful Tier 1 instructional practices(remote and in-person), continuous collection and evaluation of individual student data (academic and behavioral), differentiated and targeted student interventions based on relevant and timely data, higher levels of student engagement and success. This will allow for an increase in SAT growth percentile from 50%-55% in both African-American males and students with IEPS by 2022. This will allow the percentage of students meeting/exceeding national average growth norms (grades 3-8) for students with IEPS and those FRL-eligible to increase in percentile from 45%-50% by 2022. Increased 5E scores in relevant categories. Increased attendance.
Budget Description	*funding to be determined after the budget has been approved and we know what funds are available.
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Completed) Teachers will utilize Google Classroom as the mechanism to organize and communicate instruction with students and parents (PYP, MYP, DP)(Tier 1) Tags: (On-Track) Teachers align their instructional and behavior management practices around the Teaching and Learning Guidelines (PYP) (Tier 1) Tags: (On-Track) Build teacher capacity to utilize Tier 2 supports for instruction and behavior management to support small groups and individual students (PYP, MYP, DP) (Tier 2) Tags:

	<ul style="list-style-type: none"> (Not started) Find a program to utilize in both remote and in-person instructional to align support and track individual student growth and facilitate skill progression (PYP, MYP, DP) (T3) <p>Tags:</p>
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Strategy 2

If we do...	If we invest significant human and material resources in an effort to build relationships, develop trust within the school community, create safe spaces to explore and share our social/emotional experiences, promote connection and a sense of community, provide a framework for positive behavior throughout the school based on shared values and expectations, teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school, provide clear procedures for reporting and responding to safety concerns...
Then we see...	Students and adults that feel physically, socially, intellectually, and emotionally safe throughout the school, that have a voice and can take informed action to make Ogden, the community and the world a better and more peaceful world.
which leads to...	Students self reporting higher measures of feelings of safety, belonging and connection (via BOY/EOY survey)
Budget Description	
Tags	OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Create the survey for K-12. (PYP, MYP, DP) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Re-envision and restructure collective spaces to support positive behavior intervention and to create opportunity for students to develop their own self regulation and self management skills. (PYP) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Further developing an internal protocol based on the crisis manual for responding to and supporting students exhibiting Tier 3 behaviors/challenges (dysregulation) and supporting staff in implementing those steps through ongoing training <p>Tags:</p> <ul style="list-style-type: none"> (Not started) To complete a three year cycle review of Second Step implementation in an effort to identify areas of strength and areas for further growth and better align to IB

	Tags:
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Strategy 3

If we do...	Teachers will regularly implement criterion-based grading by using the IB assessment criteria for summative and formative assessments as outlined in Ogden's assessment policy.
Then we see...	Student-friendly, task-specific, skill-based formative assessment rubrics aligned to summative assessment rubrics
which leads to...	More equitable grading practices, as well as students understanding expectations and receiving clear feedback in a continuous cycle of learning in which students have multiple opportunities to demonstrate mastery of skills. This will allow for an increase in SAT growth percentile from 50%-55% in both African-American males and students with IEPs by 2022. This will allow the percentage of students meeting/exceeding national average growth norms (grades 3-8) for students with IEPs and those FRL-eligible to increase in percentile from 45%-50% by 2022.
Budget Description	This will be determined once budget is passed.
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (On-Track) PYP: Teachers will guide students in co-constructing success criteria, assessing self and peers, and demonstrating evidence learning through a criterion-based grading approach. Tags:Assessment: Balanced Assessment and Grading (Not started) MYP: Using the vertical alignment, teacher teams will create tasks that truly represent MYP criteria and provide students multiple opportunities to demonstrate mastery of course objectives. Tags:Assessment: Balanced Assessment and Grading (Not started) DP: Teachers explicitly model accurate assessment according to DP criteria so that students can monitor their own progress through self-assessment. Tags:Assessment: Balanced Assessment and Grading

Strategy 4

If we do...	Teachers will use various and differentiated Approaches to Teaching that encourage all learners to identify their own strengths and areas for growth
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Then we see...	Inquiry-focused classroom environments in which connections are made to other disciplines and contexts with high levels of cognitive demand. Both teachers and students use specific, skill-aligned feedback to monitor and promote growth.
which leads to...	All students taking initiative to make choices within their learning process, leading to a culture in which students seek improvement through self-assessment and reflection. This will allow for an increase in SAT growth percentile from 50%-55% in both African-American males and students with IEPs by 2022. This will allow the percentage of students meeting/exceeding national average growth norms (grades 3-8) for students with IEPs and those FRL-eligible to increase in percentile from 45%-50% by 2022.
Budget Description	This will be determined once the budget is passed.
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) PYP: Teachers will plan for student agency through transdisciplinary learning opportunities and guide students to take action on the connections made to the learning community. Tags:Instruction (Not started) MYP: Teachers will plan interdisciplinary units based on various teaching strategies that encourage students to take initiative in and reflect on their learning process. Tags:Instruction (Not started) DP: Utilizing various teaching strategies, teachers will plan for interdisciplinary connections that encourage students to take initiative in the learning process through the integration of TOK across the programme. Tags:Instruction

Strategy 5

If we do...	Support staff in implementing a proactive, restorative, holistic approach to social and emotional learning and discipline that focuses on developing positive mindsets and behavior and supporting students' social and emotional well being
Then we see...	Students who are capable of regulating their own behavior and emotions, even in challenging contexts, and resolving issues with peers and staff
which leads to...	Students who are academically engaged and contribute positively to the school environment
Budget Description	
Tags	

Action steps	<ul style="list-style-type: none"> • (Not started) Develop a shared understanding and commitment to restorative practices that includes clear, measurable objectives and protocols/strategies for staff <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Research programming options related to SEL and restorative discipline to complement our existing supports and programs, with a focus on building teacher capacity <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Further develop and build features of our daily schedule and academic model to include SEL specific activities and skill building opportunities for students <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Further leveraging external partnerships and programs to support our ongoing work to create a positive school culture and environment <p>Tags:</p>
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Action Plan

Strategy 1

Completed Sep 23, 2020

Teachers will utilize Google Classroom as the mechanism to organize and communicate instruction with students and parents (PYP, MYP, DP)(Tier 1)

Jun 22, 2020 to Jun 22, 2021 - Heads of Campus

On-Track Oct 07, 2020

Teachers align their instructional and behavior management practices around the Teaching and Learning Guidelines (PYP) (Tier 1)

Jun 22, 2020 to Jun 22, 2021 - Heads of Campus

On-Track Dec 03, 2020

Build teacher capacity to utilize Tier 2 supports for instruction and behavior management to support small groups and individual students (PYP, MYP, DP) (Tier 2)

Jun 22, 2020 to Jun 22, 2021 - Heads of Campus

Find a program to utilize in both remote and in-person instructional to align support and track individual student growth and facilitate skill progression (PYP, MYP, DP) (T3)

Jun 22, 2020 to Aug 20, 2020 - IB Coordinators and PPLC

Strategy 2

Create the survey for K-12. (PYP, MYP, DP)

Jun 22, 2020 to Jun 22, 2021 - Principal

Re-envision and restructure collective spaces to support positive behavior intervention and to create opportunity for students to develop their own self regulation and self management skills. (PYP)

Jun 18, 2020 to Aug 28, 2020 - Admin, BHT & IB Teams

Further developing an internal protocol based on the crisis manual for responding to and supporting students exhibiting Tier 3 behaviors/challenges (dysregulation) and supporting staff in implementing those steps through ongoing training

Jun 18, 2020 to Aug 28, 2020 - Admin Team

To complete a three year cycle review of Second Step implementation in an effort to identify areas of strength and areas for further growth and better align to IB

Jun 22, 2020 to Jun 22, 2021 - BHT

Strategy 3

On-Track Dec 03, 2020

PYP: Teachers will guide students in co-constructing success criteria, assessing self and peers, and demonstrating evidence learning through a criterion-based grading approach.

Jul 01, 2020 to Jan 01, 2021 - Sara Ivory, Cara Kranz

MYP: Using the vertical alignment, teacher teams will create tasks that truly represent MYP criteria and provide students multiple opportunities to demonstrate mastery of course objectives.

Jul 01, 2020 to Jan 01, 2021 - Sara Levinstein, Head of Jenner Campus

DP: Teachers explicitly model accurate assessment according to DP criteria so that students can monitor their own progress through self-assessment.

Jul 01, 2020 to Jan 01, 2021 - John McGinnis, Matthew Baker

Strategy 4

PYP: Teachers will plan for student agency through transdisciplinary learning opportunities and guide students to take action on the connections made to the learning community.

Jun 01, 2020 to Jun 01, 2020 - Sara Ivory, Cara Kranz

MYP: Teachers will plan interdisciplinary units based on various teaching strategies that encourage students to take initiative in and reflect on their learning process.

Jun 01, 2020 to Jan 01, 2021 - Sara Levinstein, Head of Jenner Campus

DP: Utilizing various teaching strategies, teachers will plan for interdisciplinary connections that encourage students to take initiative in the learning process through the integration of TOK across the programme.

Jun 01, 2020 to Jan 01, 2021 - John McGinnis, Matthew Baker

Strategy 5

Develop a shared understanding and commitment to restorative practices that includes clear, measurable objectives and protocols/strategies for staff

Jun 22, 2020 to Jun 22, 2021 - BHT & Admin

Research programming options related to SEL and restorative discipline to complement our existing supports and programs, with a focus on building teacher capacity

Jun 22, 2020 to Aug 28, 2020 - BHT

Further develop and build features of our daily schedule and academic model to include SEL specific activities and skill building opportunities for students

Jun 22, 2020 to Aug 28, 2020 - Admin

Further leveraging external partnerships and programs to support our ongoing work to create a positive school culture and environment

Jun 22, 2020 to Jun 22, 2021 - Admin & BHT

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.

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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.

The leadership team conducted a needs assessment of each campus based on the achievement of the students against the state standards. Decisions for the CIWP were based on the needs.

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

All goals had student growth and outcomes in mind.

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.

All goals and strategies have equity at the center of work, and are designed to align with the International Baccalaureate programs and support student achievement.

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).

Target populations either by FRL, ELL, EL or race were specified in the goal setting.

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

There are partnerships with local universities for student teachers that are trained in IB, as well as strong mentor teacher partnerships so that staff is developed, supported and able to grow in their practice.

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.

The IB Coordinators are at the heart of the professional development at each campus and are aligned across the continuum. We value voice and choice in PD as well as how our students learn.

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

Given remote learning and our anti-racism focus, having family involvement is crucial and at the heart of all we do. Teachers are the first connection, but so are the BHTs and administrators. Events, seminars, support workshops, as well as communication strategies are key. The PTA and PTO are also key in this area.

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.

The head start program uses the district and state required assessments, as scheduled.

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.

The PPLC is the decision making body that receives approval from the PPC on the assessment plan.

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.

Standards based assessment, aligned formative and summative assessments, as well as checkpoints will be incorporated so that teachers can develop learning plans around student needs.

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.

The BHT at each campus will develop programs and supports to students as families as needed.

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.

This will be accomplished over the summer in a forum open to all parents, and mid-year in a second forum. Each forum will be led by administration.

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

This will be accomplished at LSC meetings, and reiterated in the weekly newsletter from the principal to all stakeholders.

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.

All requests for meetings will be honored and proactively scheduled meetings will be conducted (coffee talks, seminars, curriculum night, etc).

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.

When available dependent on timing, the assessment results are sent home with report cards or progress notes.

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.

The administrator will communicate directly by letter when applicable.

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.

Via scheduled parent workshops.

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.

Via schedule parent workshops and through newsletter communication.

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.

Teachers are responsible for timely communication with parents as described in the staff handbook and provide opportunities for parents to be engaged and active in their child's education.

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.

Via parent workshops and communication.

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.

The leadership team sends a weekly newsletter, provides updates on the website, via social media and through other scheduled formal and informal opportunities to engage with parents.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

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.)

Ogden provides a world class education to students who will become leaders of change within the global community, and is committed to equitable and rigorous inquiry based IB curriculum.

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.

Per the cps calendar and policy.

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

Per the cps calendar and policy, and in addition to, as needed.

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

Parents are able to email, phone and request appoints with response as directed in the staff handbook.

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.

Per cps volunteer policy and the staff handbook.

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

Parents will support attendance, ensure reinforcement of learning at home, and engage with the teacher and school as needed.

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 are able to consult on an as needed basis with the school.

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).

At the heart of an IB education is student agency and voice. Students co-construct learning goals and assessments to ensure they are engaged and on track.

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.

To increase parent involvement, trust and satisfaction.

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.	\$200.00
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.	\$200.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00
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)	\$200.00
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.	\$200.00
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
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