Daniel Boone Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Jaclyn Delaney	Principal	jdelaney@cps.edu	Has access
Allison Qualkinbush	Assistant Principal	alqualkinbus@cps.edu	Has access
Jose Moreno	Assistant Principal	jmoreno@cps.edu	Has access
Julia Rowe	Counselor	jrrowe@cps.edu	Has access
Shamaila Habebuddin	Teacher - EL Resource	shabeebuddin@cps.edu	Has access
Jennifer Bade	Teacher - Math Coach	jabade@cps.edu	Has access
Deanna Gramatis	Teacher - 2nd Grade	dkgramatis@cps.edu	Has access
Ryan Lambert	Teacher - 8th Grade	rjlambert1@cps.edu	Has access
Gustavo Soto	Teacher - 5th Grade	gasoto@cps.edu	Has access
JennaLee Webber	Teacher - 3rd Grade	jpwebber@cps.edu	Has access
Joseph Romeo	LSC Community Member		No Access
Erum Usmani	Parent Representative		No Access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 2 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 2 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: CIWP, Grade Level Meeting Agendas, LSC Agendas, PD Agendas, Monthly Newsletters to Community, Weekly Staff Bulletin, BHT Agenda
- 3 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 2 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: CIWP, Grade Level Meeting Agendas, LSC Agendas, PD Agendas, Monthly Newsletters to Community, Weekly Staff Bulletin, BHT Agenda, GAB Data, Targeted Grade Level PDs w/ Collaboration Time, Modified Lesson Studies, Community Partnerships with Arts, SEL, and Local Universities.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- o 3 Curriculum connects to real world, authentic application of learning
- o 4 Curriculum is aligned to expectations of the standards
- o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: Literature Selection, Multicultural Assemblies throughout the school year, Expressive Arts Curriculum, Language Arts and Social Science Curriculum, Restorative Practices (which include - Second Step, Calm Classroom, Morning Meetings, Weekly Classroom Circles)
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: ASPEN/Gradebook, GAB data, Progress Monitoring, Class Assignments, Work Displayed in Public Spaces
- 3 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy

- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: Gab Data, GLM Agendas, Center work, Small Group Targeted Instruction, IXL / AIMSWEB Progress Monitoring

- 3 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 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)
  - o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Previous SEFs and SAMs. Regular BAG data review. Grade Level Analysis of Progress Monitoring/Standardized Assessments Results. BHT Agenda. Parent-Teacher Conferences. GLT Meeting Review of MTSS Intervention Documentation.
- 2 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Naviance, Access to the Arts, Restorative Practices, Boone Economy Curriculum, Community Based After School Programs housed at Boone, Seal of Biliteracy

Quality and Character of School Life

- 3 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)

- o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: SEL Curriculum, Boone Cares Club, Classroom Circles, Second Step, Calm Classroom, Morning Meetings, School-wide RP Work, GLM, Final Friday Staff Coffee and...
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**: Bi-annual trips to Washing, D.C. for 7th/8th Grade Students, SPACE Ambassadors (Problem Solving Student Leaders), Playworks Jr. Coaches, Debate Team, Student Council, Boone Cares Club, BTV (Student run filmed news program)
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: Boone 5 (Core Values System), RP Process (Faculty and Students), Playworks, GLM Agendas, PD Agendas, Student Presentations through Classroom Circles
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Restorative Practice Leads, BHT Agendas, Use of SPACE AMBASSADORS (Problem Solving/Conflict Resolution Student Leads), VERIFY, Community Counseling Partnerships
- 4 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- o 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).
- o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 2 Partner equitably with parents speaking languages other than English
- o 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)
- o **Evidence**: PAC, BAC, PTO, BBC, Quarterly Parent Mornings, Monthly Community Newsletter, Community Invited School Assemblies, Expressive Arts Open Classrooms, BTV, Communication Links on Boone Website, School Social Media Accounts, STEAM Night, International's Evening, Community Health Partners, YMCA

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Family & Community Engagement	**4**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Attendance for students with IEPs and overall
Root Cause 1	Need to increase cultural relevance and include more student voice in school-wide programming
Area of Critical Need 2	NWEA Reading attainment grades 2-8 for students with IEPs and EL students
Root Cause 2	Need to increase capacity for differentiation to support the needs of ELs and DLs
Area of Critical Need 3	NWEA Math attainment grades 2-8 for students with IEPs and EL students
Root Cause 3	Need to increase capacity for differentiation to support the needs of ELs and DLs

[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
	Students with IEPs		96.00	96.10

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Attendance Rate Daily attendance is imperative to ensure students have the necessary time to engage with the learning process and master content and achieve goals	Overall		96.00	96.10
Vision: NWEA Attainment G2-8 (Reading) Reading is the foundation for achievement across all subjects. Developing students that are strong readers will provide them for success in school and life.	Students with IEPs		30.00	50.00
	EL		55.00	65.00
Vision: NWEA Attainment G2-8 (Math) Data analysis reflects area of critical need in math attainment. Previous findings show a need for critical thinking strategies and individualized instruction plans and practices for all students.	Students with IEPs		40.00	50.00
	EL		55.00	65.00
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We have earned the "Well-Organized" rating for this survey for the past 7 years, although component scores have fluctuated. We aim to improve all categories back to "Strong" or "very Strong" as in previous years.			5.00	5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we commit to placing focus on access and equity where all staff are committed to engage, collaborate, learn new knowledge with their peers throughout the school year
Then we see...	whole school commitment to improving and working towards a common goal each year to unite us as a staff (Common Goal: Access and Equity) and build relational trust. We also see individual resolve and motivation to learn more about topics of interest that will improve teaching and learning in their classroom and lead to innovation and implementation of new practices. Staff will be encouraged to broaden networks and to bring new knowledge and resources to our school learning environment that will change practice and beliefs.
which leads to...	This leads to increase in MVMS teacher response. This leads to SQRP Attainment and Growth. This leads to additional opportunities for parent involvement. This leads to teacher practice improving on the framework for teaching (4d: Growing and developing professionally).
Budget Description	
Tags	Equity: Targeted Universalism
Action steps	(Not started) PD: Staff reflections on identity and the social contract Tags: (Not started) Dedicate 2 Grade Level Meetings to our equity work each month (Planning, reflection, new learning, collaboration) Tags: (Not started) Establish common school wide equity goal Tags: (Not started) Staff Implementation of Teaching Tolerance Social Justice Standards (prek-8) Tags: (Not started) Equity PLC will continue to meet on a quarterly basis. Tags:

	• (Not started) Plan a series of 4 Equity workshops for parents, community members and the LSC with Dr. Carole Collins Ayanlaja. Each workshop will focus on a Teaching Tolerance Social Justice Domain (Identity, Diversity, Justice, Action) Tags: • (Not started) Select, share, and utilize an equity and anti-racist vocabulary glossary with the Boone community Tags: • (Not started) Select and purchase school wide reads with a focus on equity. Rise Up! The Art of Protest by Jo Rippon Get Up, Stand Up based on a song by Bob Marley and adapted by Cedella Marley Introduce school wide read in a PD and give staff opportunities to collaborate on planning lessons connected to the texts Tags: • (Not started) Equity team selects a tool/format to share resources with staff Tags: • (Not started) Team Planning and collaboration with focus on Social Justice Standards and Arts Integration Tags: • (Not started) Develop an Identity Portfolio framework with Rubric for staff to adopt and utilize with students Tags: • (Not started) Give the school community opportunities to create visual representations of identity, diversity, justice and action. Select a student created social justice image(s). This/these image(s) will be used as a visual for the Boone Community around our equity work Tags:

Strategy 2

If we do...	If we increase arts experiences for our entire Boone community by integrating the arts through our teaching and learning at all grade levels and sharing art experiences with our families
Then we see...	"A learning community with a rich foundation in the arts and a heightened sense of creativity, student engagement, and an imaginative approach to problem solving. We see a strength in collaboration and a creative culture in which teacher leaders share expertise with colleagues. We see increased student social and emotional learning as well as student

	self-awareness, agency, authority, and identity. We see students as collaborators and or contributors to the learning (planning, development, execution, assessment, and redesign), not just participants in the learning. It provides a way to differentiate instruction,helping students with different learning styles find their voice. Arts Education and Integration also promotes a real-world approach to problem-solving that models cross-disciplinary work challenges and builds career readiness."
which leads to...	collaborative lesson planning sessions that involve arts integration. Increase in arts integration strategies used in daily/weekly lesson plans. -Increased student motivation and engagement and increased parent and community involvement as evidenced in the 5 Essentials"
Budget Description	
Tags	Arts Education: Authentic Arts Integration, MTSS: Family and Community Engagement
Action steps	(Not started) Connect a student performance with parent morning meeting or school wide parent workshop-All grades will have at least one during the school year. Tags: (Not started) Create and showcase Boone family stories. These will be shared in our Boone newsletter and highlighted at Boone events. Tags: (Not started) Staff will create welcome packets and a one pager about Boone school to present to new families. Videos will be created utilizing multiple languages. Tags: (Not started) Ex-Arts teachers will collaborate with a designated grade level each semester. Tags: (Not started) Students will create artifacts to represent student growth in Arts, SEL, & Social Justice Standards Tags:

Strategy 3

If we do...	continue to strengthen our social emotional learning opportunities provided to students and our restorative practice approaches by focusing on student voice, relationship building, and common restorative language

Then we see...	motivated and engaged learners who are able to explicitly express their needs, wants, hopes and dreams....
which leads to...	-Less disciplinary infractions motivated by racial or cultural biases -Better communication and students understanding multiple viewpoints -Increased student motivation and engagement and increased parent and community involvement as evidenced in the 5 Essentials survey -Increase in parent/community events throughout the year."
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment
Action steps	• (Not started) Create a BOY SEL student needs survey for all grade levels with a focus on SEL Tags: • (Not started) Share survey with students Tags: • (Not started) Analyze survey results and create next steps with the BHT/RP team. Also present an overview of the data with staff and have teachers determine Tier 1 next steps Tags: • (Not started) Provide RP workshops for staff new to Boone Tags: • (Not started) Continue to grow the SPACE ambassador program and create clear roles for the group. Tags: • (Not started) Create a SEL student survey for all students incorporating the four Social Justice Domains (Identity, Diversity, Justice, Action) Tags:

Strategy 4

If we do...	If we increase focused/targeted professional development and collaboration opportunities for our entire Boone community
Then we see...	a learning community willing to implement best practices that focus on differentiation to support access to learning for all of our students

which leads to...	-accountability for stakeholders-increased attainment on NWEA for EL and diverse learners (Specifically, 40 percent of EL students making 60th percentile growth on ACCESS) Increased reflection opportunities for staff)
Budget Description	
Tags	Teacher Leader Development & Innovation: Teacher Teams
Action steps	(Not started) PD and collaboration time to develop capacity in using research based High Level Practices in Special Education. Tags: (Not started) Professional Development and Modeling with Reading and Writing Workshop Consultant Tags: (Not started) Research and select a curriculum for new comers 2nd-8th and then provide professional development opportunities to resource teachers. Tags: (Not started) Teachers will share classroom clips (or Google Meet sessions) or student work around equity lessons to share at GLM. Staff will reflect and share new learning. Tech support and pd will be offered to support staff needs. Tags: (Not started) Provide professional development opportunities for staff on vocabulary development for English Language learners. Tags: (Not started) Professional Development around implementation of Social Justice Standards Tags:

Action Plan

Strategy 1

PD: Staff reflections on identity and the social contract

Aug 24, 2020 to Oct 16, 2020 - Equity Team

Dedicate 2 Grade Level Meetings to our equity work each month (Planning, reflection, new learning, collaboration)

Sep 08, 2020 to Jun 18, 2021 - Administration/Equity Leads

Establish common school wide equity goal

Oct 15, 2020 to May 28, 2021 - Equity team and Boone staff

Staff Implementation of Teaching Tolerance Social Justice Standards (prek-8)

Sep 14, 2020 to Jun 17, 2022 - Equity Team and Boone Staff

Equity PLC will continue to meet on a quarterly basis.

Jul 27, 2020 to Jun 18, 2021 - Admin/Equity Team

Plan a series of 4 Equity workshops for parents, community members and the LSC with Dr. Carole Collins Ayanlaja. Each workshop will focus on a Teaching Tolerance Social Justice Domain (Identity, Diversity, Justice, Action)

Oct 20, 2020 to Jun 18, 2021 - Admin/Equity Team

Select, share, and utilize an equity and anti-racist vocabulary glossary with the Boone community

Jul 13, 2020 to Jun 30, 2021 - Equity Team

Select and purchase school wide reads with a focus on equity. Rise Up! The Art of Protest by Jo Rippon Get Up, Stand Up based on a song by Bob Marley and adapted by Cedella Marley Introduce school wide read in a PD and give staff opportunities to collaborate on planning lessons connected to the texts

Jul 13, 2020 to Jun 18, 2021 - Admin/Equity Team/ILT

Equity team selects a tool/format to share resources with staff

Sep 08, 2020 to Dec 18, 2020 - Equity Leads

Team Planning and collaboration with focus on Social Justice Standards and Arts Integration

Sep 07, 2021 to Jun 17, 2022 - Admin/ILT/Equity

Develop an Identity Portfolio framework with Rubric for staff to adopt and utilize with students

Jul 12, 2021 to Jun 10, 2022 - ILT/Equity Team

Give the school community opportunities to create visual representations of identity, diversity, justice and action. Select a student created social justice image(s). This/these image(s) will be used as a visual for the Boone Community around our equity work

Jan 03, 2022 to May 27, 2022 -

Strategy 2

Connect a student performance with parent morning meeting or school wide parent workshop- All grades will have at least one during the school year.

Sep 27, 2021 to Jun 17, 2022 - Boone staff/Ex Arts leads

Create and showcase Boone family stories. These will be shared in our Boone newsletter and highlighted at Boone events.

Sep 13, 2021 to Jun 17, 2022 - Boone staff/Ex-Arts leads

Staff will create welcome packets and a one pager about Boone school to present to new families. Videos will be created utilizing multiple languages.

Jan 04, 2021 to May 28, 2021 - Boone staff/Dennis/Kristin

Ex-Arts teachers will collaborate with a designated grade level each semester.

Aug 31, 2020 to May 26, 2022 - Boone Teachers

Students will create artifacts to represent student growth in Arts, SEL, & Social Justice Standards

Sep 06, 2021 to Jun 17, 2022 - Boone Staff

Strategy 3

Create a BOY SEL student needs survey for all grade levels with a focus on SEL

Aug 30, 2021 to Oct 29, 2021 - RP Team

Share survey with students

Nov 01, 2021 to Nov 26, 2021 - RP team and Boone teachers

Analyze survey results and create next steps with the BHT/RP team. Also present an overview of the data with staff and have teachers determine Tier 1 next steps

Sep 14, 2020 to Oct 30, 2020 - RP Team/BHT Team

Provide RP workshops for staff new to Boone

Aug 30, 2021 to Sep 02, 2021 - RP team

Continue to grow the SPACE ambassador program and create clear roles for the group.

Sep 27, 2021 to Dec 17, 2021 - RP team

Create a SEL student survey for all students incorporating the four Social Justice Domains (Identity, Diversity, Justice, Action)

Jan 03, 2022 to Jun 10, 2022 - BHT team

Strategy 4

PD and collaboration time to develop capacity in using research based High Level Practices in Special Education.

Aug 30, 2021 to Sep 03, 2021 - Julie Rowe/Jessica Rogers

Professional Development and Modeling with Reading and Writing Workshop Consultant

Aug 30, 2021 to May 06, 2022 - Admin

Research and select a curriculum for new comers 2nd-8th and then provide professional development opportunities to resource teachers.

Jul 06, 2020 to Sep 04, 2020 - Admin/Amalfi/Shamaila

Teachers will share classroom clips (or Google Meet sessions) or student work around equity lessons to share at GLM. Staff will reflect and share new learning. Tech support and pd will be offered to support staff needs.

Oct 30, 2020 to May 14, 2021 - ILT/Boone Teachers

Provide professional development opportunities for staff on vocabulary development for English Language learners.

Aug 30, 2021 to Dec 17, 2021 - Bilingual Team

Professional Development around implementation of Social Justice Standards

Aug 31, 2020 to Sep 05, 2020 - ILT/Equity Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform

format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

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

ESSA Schoolwide Program

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

Surveys to all stakeholders, CIWP team completes the SEF (School Effectiveness Framework) based upon input from all stakeholders

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

ISBE Empower grant teacher collaboration; lesson study and collaborative planning for all teacher teams; ensuring common preps for co-teachers; small group instruction

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.

Focus on small group instruction and differentiation with the workshop model for language arts and small groups for math

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).

Mentoring and counseling, small groups, BHT for focused/targeted intervention

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

Recruit student teachers, reach out to universities to attract high-quality and bilingual teachers

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.

Teachers are consistently encouraged to attend professional development offerings from various CPS departments; contract with literacy consultant and equity consultant

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

PAC/BAC parent involvement; include the arts in our projects and classroom share-outs; parent groups promote school-wide events

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.

Host the Kick-off to Kindergarten program; step-up day

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.

Every June all teachers vote on school-wide assessment plan which includes local, state and federal assessments as well as progress monitoring

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.

Aimsweb monitoring, small group instruction and intervention both during school hours and after school

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.

All students participate in Health/PE and are offered access to the school-wide nutrition program. Title 1 funds are used for purchases to improve student outcomes. Our PAC/BAC provides adult education opportunities for students.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The parental involvement plan and policy is reviewed at the opening meeting of the year and during the winter/spring when the school improvement plan is reviewed and suggestions and improvements are considered.

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

The Title 1 Annual Meeting will be held on September 24, 2020, at 8:30AM. The Title 1 PAC Organizational Meeting will be held on September 24, 2020, at9:15AM. Parents are invited to these meetings via marquee postings, web site, flyers, texts, twitter, Facebook, and phone calls to inform them of the schoolsparticipation in the NCLB, Title 1 programs and to explain the Title 1 requirements and their right to be involved in the Title 1 programs. The administration holds Coffee, Tea,... Conversation meetings for parents, and an NCLB Parent Advisory Committee meets during mornings and/or afternoons. The parentBilingual Advisory Committee meets at least six times a year. Parents also attend a variety of school-wide events held during the evening and the instructional day.

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.

The NCLB Parent Advisory Committee meets monthly to formulate suggestions and to participate as appropriate, in decisions about the education of theirchildren. The principal regularly attends these meetings

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

Parents receive individual student reports regarding their students? results on the following state exams, NWEA MAP, DIBELS/TRC, and IAA. DIBELS/TRC results are distributed in the fall, winter, and spring after testing window closes. NWEA MAP are distributed after the testing windowsclose, while IAA is distributed in November.

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 of our teachers are highly qualified. Parents receive a copy of this verification, when requested

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.

Parents have an opportunity to learn about the state's academic standards through Open House, Parent Mornings, NCLB Parent Advisory monthly meetings,workshops funded through the NCLB parent monies, and school-events such as STEAM night, Literacy Week, and Expressive Arts shows and performances.

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

We have 4 computers available for parent use in our parent room that were purchased with NCLB parent funds. Through NCLB funds our parents have hadworkshops on reading and math, bullying prevention, positive behavior supports, and health and wellness

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.

During our school-wide professional development our staff receives an orientation on the importance of parents as equal partners in the education of theirchildren with suggestions on how to communicate with parents frequently on the progress of their children, involve parents in class and school activities, andsupport parent volunteerism

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.

The parents of our preschool students in our Head Start program are included in all parent meetings at Boone and all school events.

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.

Parents are notified of school and parent programs through the marquis, flyers, parent e-mail, web site, phone calls, text messaging, Facebook, and Twitter.Flyers and phone calls are made in the native language whenever possible

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

CompleteParent BudgetAllocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.Daniel Boone Elementary School fosters a diverse community united by academic excellence, creative expression, intellectual curiosity, social responsibilityand world citizenship. We prepare our students to be college and career ready through delivering high quality instruction, integrating the fine and performingarts, incorporating technology, developing cross cultural appreciation, implementing the Common Core State Standards, promoting social, emotional, andphysical wellness, and providing differentiated instruction

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.

Parent-teacher conferences are held on Parent-Teacher Conference Days at the end of the 1st and 3rd quarters. Parent-teacher conferences areencouraged and held by request after Report Card Distribution Days after the 2nd and 4th quarters.

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

Parents are informed of their children's progress at school through report cards (four times a year) and student progress reports (four times a year). Thisyear parents will access a web portal to view the child's academic progress at anytime through Gradebook. Progress reports will be sent on the 5th, 15th,25th, and 35th weeks of school. Report cards are distributed every 10 weeks on the 10th, 20th, 30th and 39th weeks of school.

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

Parents are always welcomed to make an appointment to speak with teachers and/or administration

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.

After passing a mandated background check, parents and community members may volunteer in the school on a consistent basis and they do. Parentvolunteers assist in the primary classrooms under the supervision of the classroom teachers. Parents accompany students on field trips and assist in studentproductions. Parents are invited into classrooms once a quarter via Parent Mornings. Parents listen to a workshop, and then observe instruction within theclassroom. When requested, tours of the school or classroom observations are scheduled by the administrative team

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

Parents will make sure that their children come to school on time every day. Parents will review the student assignment notebook sent home by the teachereach day to monitor and support homework completion and compliance with school academic requirements

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

In addition to the NCLB Parent Advisory Committee, parents are members of the Local School Council (LSC), Continuous Improvement Work Plan Team, andBilingual Advisory Council. Parents may consult with the school through these organized meetings or by talking directly with the administrators and teachers

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).

The students are responsible to come to school every day and arrive on-time, bringing a positive attitude, with homework completed and ready to work.Students will abide by the "Boone 5" core values of: Be Respectful, Be Responsible, Be Caring, Be Safe, Be Your Best! These habits of mind, along with agrowth mindset and willingness to act on the school support given, will assure the students' academic achievemen

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.

Overall goal is to engage the Boone School community with an increase in parent attendance and resources to support Boone students.

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.	$1800.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1200.00
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)	$1776.00
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.	$500.00
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