

Stone Elementary Scholastic Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
James Brandon	Principal	jjbrandon2@cps.edu	Has access
Kathryn Nestler	Assistant Principal	kenestler@cps.edu	Has access
Jennifer Wynne	Curriculum Coach	jlwynne@cps.edu	Has access
Ruth Loveless	6-8 Math Teacher	raloveless@cps.edu	Has access
Jamie Perry	6-8 SS Teacher	jlperry@cps.edu	Has access
Anita Scotese	4th grade Teacher	altaylor@cps.edu	Has access
Rebecca Courtade	1st grade Teacher	rscourtade@cps.edu	Has access
Seol Moon	5th Grade Math and Science Teacher	smoon2@cps.edu	Has access
Christina Peacock	6-8 SPED Teacher	cmmaino1@cps.edu	Has access
Jinny Gerhardt	Parent	jinnygerhardt@gmail.com	No Access
Jennifer Trautvetter	Parent/LSC Chair	jenntraut@gmail.com	No Access
Bob Dolgan	Parent	bobdolgan@yahoo.com	No Access
Renee Karic	Math specialist	rvkaric@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/29/2020		SEF and Overview of process
02/18/2020	Brandon, Nestler, Wynne, Loveless, Perry, Scotese, Moon, Peacock,	Goals & Areas of Critical need

Date	Participants	Topic
02/22/2020	Brandon, Nestler, Wynne, Loveless, Perry, Scotese, Moon, Peacock,	Root Cause Analysis Part 1
03/07/2020	Brandon, Nestler, Scotese, Loveless, Perry, Courtade, Wynne, Moon, Peacock	Root Cause Analysis Part 2
05/13/2020	Brandon, Nestler, Scotese, Loveless, Perry, Courtade, Wynne, Moon, Peacock	Theory of Action Development
05/15/2020	Brandon, Nestler, Scotese, Loveless, Perry, Wynne, Moon, Karic, Gerhardt, Trautvetter	Action Planning

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 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
 - 2 Make ?safe practice? an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 2 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
- 3 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
- 4 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)
- 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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)
 - **Evidence:**
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 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
- 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
- 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:**
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 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)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 3 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)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 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)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 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
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- 2 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: Balanced Assessment and Grading	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Relational Trust	0
3	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	Inconsistency in assessment and grading practices within and across grade levels/subjects
Root Cause 1	Lack of understanding/guiding principles around grading
Area of Critical Need 2	Inconsistent levels of student ownership of and engagement in learning across grade levels and subjects
Root Cause 2	Lack of PD on HOW to provide student choice, how to own/implement and buy-in from teachers
Area of Critical Need 3	Low levels of Student-Teacher trust in Grades 6-8
Root Cause 3	A need to better understand our students, ourselves, our interactions, rules and procedures
Area of Critical Need 4	Low growth in ELs' English Language Development - Only 23.3% of ELs made 60th percentile growth on ACCESS in SY19
Root Cause 4	Lack of leadership attention to providing PD. tools, strategies, teacher collaboration for EL support structures

[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
	EL		70.00	75.50

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math) There is a disparity in NWEA Math attainment between African American students and Stone's overall student population.	African American		69.80	75.40
Vision: NWEA Attainment G2-8 (Reading)	EL		72.90	79.80
There is a disparity in NWEA Reading attainment between African American students and Stone's overall student population.	African American		80.40	83.50
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Only 23.3% of ELs made "Sufficient Annual Progress" in SY19.	Overall		29.60	35.90
SQRP: National School Attainment Percentile - Math (Grades 3-8) It is important for us to maintain our high levels of academic attainment in Math across the entire school.	Overall		94.00	95.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) It is important for us to maintain our high levels of academic attainment in Reading across the entire school.	Overall		97.00	98.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Improve to our 5 Essentials Rating in the area of "Supportive Environment" from				43.00	63.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
"Weak" (Scale Score 23) to "Strong" (scale score 60+)					

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
5 Essentials: Improve our 5 Essentials Rating in the area of "Ambitious Instruction" Improve to our 5 Essentials Rating in the area of "Ambitious Instruction" from "Strongk" (Scale Score 65) to "Very Strong" (Scale Score 80+)	65.00			75.00	85.00

Strategies

Strategy 1

If we do...	a) engage in collaborative professional learning focused on effective grading and assessment practice AND b) develop a shared set of standards-based grading practices that each teacher/grade level adheres to
Then we see...	teachers more effectively measuring student learning AND students' grades will more accurately reflect what students know and can do
which leads to...	a more equitable, accurate, and consistent grading system throughout grades K-8
Budget Description	Budget, staffing and schedule have been developed to provide an additional period of planning for teachers per week. Some of this time will be utilized for teachers to collaborate on grading and assessment. Substitute teacher buckets will also allow teacher release time for this work.
Tags	Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System
Action steps	<ul style="list-style-type: none"> (Not started) Identify professional text/current research about grading best practices for teacher book clubs; preview and discuss material; select professional text (or series of texts) to use as basis for teacher learning in Q1

	<p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop or select pre-survey to gather baseline information about teacher grading perceptions <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop teacher Professional Learning calendar that includes scope and sequence for professional reading related to grading and related learning routines for teacher teams <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Give pre-survey on grading perceptions to teachers <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Engage in collaborative learning routines in teacher teams centered on professional reading related to grading <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Survey students and parents about grading <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Repeat grading perceptions survey for teachers to measure impact of learning on teacher beliefs <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Engage teacher teams in consensus protocol to develop shared set of principles around grading <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Draft statement of shared principles and gather feedback from other stakeholders (e.g. parents); revise and finalize statement of shared principles <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Engage teacher teams in ongoing assessment and grading practice review protocols; evaluate and refine assessment and grading practices based on protocol feedback <p>Tags:</p>
--	---

Strategy 2

If we do...	support teachers in implementing research-based instructional strategies for strengthening student ownership of learning
Then we see...	an increase in teachers' knowledge about and implementation of instructional practices that support student ownership AND students' learning experiences will be more tailored to their needs and interests
which leads to...	higher levels of student engagement, increased student ownership of the learning process, and, ultimately, more meaningful learning for all students. Additionally, this strategy will lead to an increase in our school attainment percentile on NWEA MAP from 95th to 98th in Reading and 93rd to 95th in Math AND an increase our rating in the area of 'Ambitious Instruction' on the 5 Essentials Survey from 'Strong' to 'Very Strong' by Spring of 2022.
Budget Description	Budget, staffing and schedule have been developed to provide time for advisory periods. Grade-level time will be used for teachers to collaborate on unit revision to increase student ownership. Substitute teacher buckets and extended will also allow teacher release time for this work.
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Review current research on student ownership (including TRU dimensions) and identify 2-3 targeted instructional strategies to support ownership Tags: • (Not started) Review SY21 unit plans in teacher teams to identify opportunities for student autonomy Tags: • (Not started) Conduct learning walk to gather baseline data about targeted instructional strategies Tags: • (Not started) Develop teacher Professional Learning calendar that includes scope and sequence for professional reading related to student ownership and related learning routines for teacher teams Tags: • (Not started) Engage in collaborative learning routines in teacher teams centered on professional reading related to student ownership Tags: • (Not started) Share and review data from baseline learning walk with whole staff in teacher team meetings

	<p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Engage in collaborative planning protocol where teachers will commit to incorporating instructional strategies into to build student ownership into an upcoming unit plan <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Teacher teams attempt new strategies and engage in collaborative debrief and feedback protocols in teams <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Engage teacher teams in ongoing feedback protocols related to student ownership; evaluate and refine instructional practices based on protocol feedback <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Conduct Spring learning walks to gather data about targeted instructional strategies <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Analyze and review Spring learning walk data with ILT <p>Tags:</p>
--	---

Strategy 3

If we do...	a) expand our ESL support staff, b) engage teachers in ongoing peer coaching focused on instructional practices that support English language development, AND c) establish protected collaborative time for teacher teams to plan instruction for and monitor the progress of their EL students
Then we see...	all teachers implementing instructional strategies that support their EL students? needs and routinely evaluating the effectiveness of their EL supports
which leads to...	an increase in the % of English Learners (ELs) making "Sufficient Annual Progress" (at or above 60th percentile growth) from 23% to 40% over two years.
Budget Description	Title One funds will pay for an additional ESL/Bilingual teacher position. Additionally, the instructional coach position will be used for additional ESL instructional supports through professional development and direct services.
Tags	

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Identify collaborative time at BOY and each quarter for ESL collaboration; add collaborative time to long-term teacher professional learning calendar <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Hold BOY ESL collaboration meeting to discuss needs of ELs (especially those new to Stone); integrate teacher learning around WIDA standards and student ACCESS scores <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Establish norms and goals for quarterly collaboration time; identify planning and collaboration protocols to be used during meetings <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Establish peer coaching partnerships (K-5) for ESL instructional support <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Peer coaching partnerships identify ELD instructional strategy focus for Q1-Q4 <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Peer coaching partnerships develop Q2-Q3 coaching calendar that includes instructional focus, planning time, peer observation (optional), and leverages Flex Day PD time for peer feedback and debrief <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Partnerships engage in coaching cycles for Q2; revise focus (if necessary) and develop calendar for Q3 <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Partnerships engage in coaching cycles for Q3; revise focus (if necessary) and develop calendar for Q4 <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Partnerships engage in coaching cycles for Q4; engage in collaborative reflection and goal-setting protocol for SY21-22. <p>Tags:</p>
---------------------	--

Strategy 4

If we do...	a) establish a student voice committee and engage them school-wide decision-making processes, b) provide training for all teachers related to trauma-informed and restorative practices AND c) continue to develop our 6th-8th Advisory program so that Advisory time becomes increasingly student-led
Then we see...	teachers knowing their students better and building more positive, trusting relationships with them AND students will feel more connected to and supported within the school community..
which leads to...	improved levels of teacher-student trust AND an improvement from ?Weak? to ?Strong? in the area of ?Supportive Environment? on the 5 Essentials Student Survey by 2022.
Budget Description	Budget, staffing and schedule have been developed to provide advisory classes for students in sixth through eighth grade. Extended day buckets will be used to pay teachers to co-plan for advisory and to work with the student voice committee.
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Engage with external partner to plan teacher PD for quarterly Teacher Institute days on trauma-informed and restorative practice Tags: • (Not started) Establish and communicate purpose for SVC Tags: • (Not started) Establish an application process and selection criteria for student voice committee Tags: • (Not started) Review applications and select SVC members Tags: • (Not started) Collaborative with SVC to establish meeting schedule, norms and committee goals Tags: • (Not started) Conduct MOY SVC survey to gather feedback about SVC implementation Tags: • (Not started) Conduct EOY SVC survey to gather feedback about SVC implementation

	<p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Hold Advisory planning session for teachers to review SY20 implementation, identify curricular priorities and plan advisory curriculum map for SY20-21 <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Use Flex Time to provide ongoing training to teachers around facilitating student-led Advisory <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Establish and implement peer observation cycle calendar for Advisory teachers <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Conduct MOY Advisory survey to gather student and teacher feedback about Advisory <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Transition to student-led advisory in Q3 and Q4; establish "pilot" group of student leaders to model student-led discussion <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Conduct EOY Advisory survey to gather student and teacher feedback about Advisory <p>Tags:</p>
--	--

Action Plan

Strategy 1

Develop or select pre-survey to gather baseline information about teacher grading perceptions

Aug 03, 2020 to Aug 28, 2020 - ILT

Give pre-survey on grading perceptions to teachers

Aug 31, 2020 to Sep 04, 2020 - ILT

Survey students and parents about grading

Sep 30, 2020 to Oct 30, 2020 - ILT

Identify professional text/current research about grading best practices for teacher book clubs; preview and discuss material; select professional text (or series of texts) to use as basis for teacher learning in Q1

Jul 01, 2020 to Jul 30, 2020 - ILT

Develop teacher Professional Learning calendar that includes scope and sequence for professional reading related to grading and related learning routines for teacher teams

Aug 03, 2020 to Sep 04, 2020 - ILT

Engage in collaborative learning routines in teacher teams centered on professional reading related to grading

Sep 14, 2020 to Nov 06, 2020 - ILT

Engage teacher teams in consensus protocol to develop shared set of principles around grading

Nov 06, 2020 to Nov 20, 2020 - ILT

Draft statement of shared principles and gather feedback from other stakeholders (e.g. parents); revise and finalize statement of shared principles

Nov 23, 2020 to Dec 18, 2020 - Admin

Repeat grading perceptions survey for teachers to measure impact of learning on teacher beliefs

Oct 30, 2020 to Nov 06, 2020 - ILT

Engage teacher teams in ongoing assessment and grading practice review protocols; evaluate and refine assessment and grading practices based on protocol feedback

Jan 04, 2021 to Mar 31, 2021 - ILT

Strategy 2

Review current research on student ownership (including TRU dimensions) and identify 2-3 targeted instructional strategies to support ownership

Aug 03, 2020 to Sep 04, 2020 - ILT

Conduct learning walk to gather baseline data about targeted instructional strategies

Oct 05, 2020 to Oct 30, 2020 - ILT

Review SY21 unit plans in teacher teams to identify opportunities for student autonomy

Aug 31, 2020 to Sep 04, 2020 - ILT

Develop teacher Professional Learning calendar that includes scope and sequence for professional reading related to student ownership and related learning routines for teacher teams

Aug 03, 2020 to Sep 04, 2020 - ILT

Engage in collaborative learning routines in teacher teams centered on professional reading related to student ownership

Jan 04, 2021 to Mar 05, 2021 - ILT

Share and review data from baseline learning walk with whole staff in teacher team meetings

Jan 04, 2021 to Feb 05, 2021 - ILT

Engage in collaborative planning protocol where teachers will commit to incorporating instructional strategies into to build student ownership into an upcoming unit plan

Mar 08, 2021 to Apr 02, 2021 - ILT

Teacher teams attempt new strategies and engage in collaborative debrief and feedback protocols in teams

Apr 05, 2021 to Apr 30, 2021 - ILT

Engage teacher teams in ongoing feedback protocols related to student ownership; evaluate and refine instructional practices based on protocol feedback

Mar 08, 2021 to Jun 04, 2021 - ILT

Conduct Spring learning walks to gather data about targeted instructional strategies

May 03, 2021 to Jun 04, 2021 - ILT

Analyze and review Spring learning walk data with ILT

Jun 07, 2021 to Jun 11, 2021 - ILT

Strategy 3

Identify collaborative time at BOY and each quarter for ESL collaboration; add collaborative time to long-term teacher professional learning calendar

Aug 03, 2020 to Sep 04, 2020 - ILT and ESL providers

Hold BOY ESL collaboration meeting to discuss needs of ELs (especially those new to Stone); integrate teacher learning around WIDA standards and student ACCESS scores

Aug 31, 2020 to Sep 04, 2020 - Teacher teams and ESL providers

Establish norms and goals for quarterly collaboration time; identify planning and collaboration protocols to be used during meetings

Sep 07, 2020 to Sep 18, 2020 - Teacher teams and ESL providers

Establish peer coaching partnerships (K-5) for ESL instructional support

Sep 21, 2020 to Oct 16, 2020 - ILT and ESL providers

Peer coaching partnerships identify ELD instructional strategy focus for Q1-Q4

Oct 19, 2020 to Oct 30, 2020 - Teachers and ESL providers

Peer coaching partnerships develop Q2-Q3 coaching calendar that includes instructional focus, planning time, peer observation (optional), and leverages Flex Day PD time for peer feedback and debrief

Oct 19, 2020 to Oct 30, 2020 - Teachers and ESL providers

Partnerships engage in coaching cycles for Q2; revise focus (if necessary) and develop calendar for Q3

Oct 19, 2020 to Jan 29, 2021 - Teachers and ESL providers

Partnerships engage in coaching cycles for Q3; revise focus (if necessary) and develop calendar for Q4

Feb 01, 2021 to Apr 09, 2021 - Teachers and ESL providers

Partnerships engage in coaching cycles for Q4; engage in collaborative reflection and goal-setting protocol for SY21-22.

Apr 12, 2021 to Apr 12, 2021 - Teachers and ESL providers

Strategy 4

Establish and communicate purpose for SVC

Sep 07, 2020 to Sep 30, 2020 - Grades 6-8 teachers

Establish an application process and selection criteria for student voice committee

Sep 07, 2020 to Sep 30, 2020 - Grades 6-8 teachers

Review applications and select SVC members

Oct 05, 2020 to Oct 16, 2020 - Grades 6-8 teachers

Collaborative with SVC to establish meeting schedule, norms and committee goals

Oct 19, 2020 to Oct 23, 2020 - Student voice committee

Conduct MOY SVC survey to gather feedback about SVC implementation

Jan 04, 2021 to Jan 30, 2021 - Admin

Conduct EOY SVC survey to gather feedback about SVC implementation

May 03, 2021 to May 28, 2021 -

Engage with external partner to plan teacher PD for quarterly Teacher Institute days on trauma-informed and restorative practice

Aug 03, 2020 to Feb 05, 2021 -

Hold Advisory planning session for teachers to review SY20 implementation, identify curricular priorities and plan advisory curriculum map for SY20-21

Aug 03, 2020 to Sep 04, 2020 - Admin

Conduct MOY Advisory survey to gather student and teacher feedback about Advisory

Jan 01, 2021 to Jan 29, 2021 - Admin

Conduct EOY Advisory survey to gather student and teacher feedback about Advisory

May 03, 2021 to May 28, 2021 - Admin

Establish and implement peer observation cycle calendar for Advisory teachers

Oct 05, 2020 to Dec 18, 2020 - Admin

Use Flex Time to provide ongoing training to teachers around facilitating student-led Advisory

Sep 08, 2020 to Jun 18, 2021 - Admin

Transition to student-led advisory in Q3 and Q4; establish "pilot" group of student leaders to model student-led discussion

Apr 12, 2021 to Jun 18, 2021 - Advisory teachers

Fund Compliance

ESSA Program

[]

ESSA Schoolwide Program

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

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

On April 28th, 2020 Stone was informed it will receive Title 1 funds in SY2020-2021 for the first time in many years. Because we have not received Title 1 funds in recent school years, we do not have a standing PAC. Once our PAC is established for SY2020-2021 this process will be developed in partnership with our PAC.

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

Once our PAC is established for SY2020-2021 this process will be developed in partnership with our PAC. We plan to hold our initial meeting on September 22, 2020. However, this meeting may be delayed or held remotely if in-person meetings are not allowable due to the COVID-19 pandemic.

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.

Because we have not received Title 1 funds in recent school years, we do not have a standing PAC. Once our PAC is established for SY2020-2021 this process will be developed in partnership with our PAC.

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.

In years when State assessments are given, parents will be provided with Score Reports in-person at Report Card Pick up at the end of the first quarter of the following school year.

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.

Currently all of our classes are taught by a teacher who is "highly qualified". If this were to change, we would notify parents in writing of this change but it's unlikely we would not have a highly qualified teacher in any position.

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.

This will be a normal part of our PAC and BAC meetings. This year the content was covered during our BAC meetings and in SY21, we plan to cover the standards and assessment in both meetings. We will invite outside providers to help with the dissemination of this information as well.

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.

Training and resources are determined through the BAC, PAC, and LSC. These are based on needs identified through discussions with committees and surveys completed by parents.

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.

Professional development sessions and team meetings include SEL discussion about student and family needs. GLTs review best methods of communicating with parents. The Behavioral Health Team and the MTSS team will be working with teachers to proactively communicate and work with parents in supporting their child in and out of school. We also partner with AHS to help provide counseling services to families and students. Additionally, our LSC has a parent engagement subcommittee focused on providing supports for parents.

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 ESL lead teacher, curriculum specialist, kindergarten and first grade teachers will work with families to determine needed supports and hold after school parent meetings focused on ways parents can help their children grow academically.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

We provide regular newsletters from the school, room parents and parent organizations. This information is also available on the school website or printed in the office. We are working with parent leaders to help leverage Google Translates and Language Line.

Policy Implementation Activities

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

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

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

[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)

This is an area we would have expanded in the CIWP but we weren't aware the school would be receiving Title 1 funds when the CIWP was near completion. This is not to say family engagement is not important but it wasn't one of the identified priorities.

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.)

Stone Scholastic Academy's mission is to create a community of lifelong learners, reflective and empathetic people prepared to make contributions to a global society in the 21st century. In collaboration with students, parents, and our diverse community, Stone Scholastic Academy provides a safe environment that promotes academic excellence, creativity and independence, to meet the unique learning needs of all students.

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.

XXX will conduct scheduled parent teacher conferences in which teachers will review student growth using formal and informal assessment data. Conferences will be held on November 18, 2020 and April 21, 2021. The school will also follow the scheduled conference dates as determined by CPS for the 2021-2022 school year. Conferences on scheduled dates will be in person unless district/state determines otherwise.

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

Teachers will be required to update ASPEN in a timely manner. Parents will be encouraged to sign up for weekly updates via Parent Portal. Progress reports will be sent home accordingly based on the school district's timeline.

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

Teachers will be available via email and appointment. Teachers are available during preparation periods by appointment and/or before or after the school at the teacher's discretion. Parents should contact the teacher or the main office to schedule an appointment. Teachers are also encouraged to maintain a class website and respond to all emails with 24 hours, excluding weekends and holidays. Staff rosters are available on our school website and the school counselor regularly helps facilitate these meetings.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are encouraged to volunteer at Stone and in the classroom after having completed the CPS volunteer packet and receiving board approval. Parents may observe a class after scheduling the observation in the main office. Parents may volunteer during one time events, as classroom support, parent patrol, PTA, BAC, PAC, and Friends of Stone Academy.

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

Parents will be encouraged to sign up for parent portal monitor their child's grades. We regularly monitor the Aspen to see what parents may need assistance signing up for the Portal. Parent's will be expected to assist with attendance, discuss academic goals with children, monitor medical and social emotional needs, attend parent teacher conferences, engage in two way communication with the teacher and attend school events.

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 may discuss decisions relating to their child's education during phone conversations, letters, email, parent/teacher conferences and other meetings convened around student support. Stone teachers are readily available to meet with parents and are proactive in their communication. In addition, the administration holds quarterly parent forums. Parents will be invited to attend PAC/BAC meetings which will be held monthly, location TBD.

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).

All students work with teachers to set annual goals. Students in 6th through 8th grade attend an Advisory where the teachers use the Success Bound curriculum to help teach students how to monitor their academic progress and to self advocate, especially when they need help with a subject or specific topic. Second Step is used in Kindergarten through 5th grade to help students develop positive attitudes and keep Stone a joyful place to learn.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Our major goal for assisting parents is to further welcome into the school community and provide supports to families who have traditionally been less involved at Stone, particularly newer immigrants and families of second language learners. The specific timeline and goals will be developed with input from the PAC, once one can be formed. SY21 will be the first time Stone Academy receives Title 1 funds in many years and work on forming a PAC will begin once schools can reopen after being closed because of the Covid 19 Pandemic.

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

Account(s)**Description****Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$400.00
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)	\$1239.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00