

Edward K Ellington Elementary School 2020-2022 plan summary

Team

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Team Meetings

| Date | Participants | Topic |
|------------|---------------------------|---------------------|
| 01/06/2020 | Teacher Grade Level Teams | CIWP Process |
| 01/16/2020 | LSC and Community | CIWP Process |
| 01/21/2020 | CIWP Team | SEF Scoring |
| 01/27/2020 | CIWP Team | SEF Scoring |
| 02/13/2020 | CIWP Team | Root Cause Analysis |

| Date | Participants | Topic |
|-------------|---------------------------------|--------------------------------|
| 02/14/2020 | CIWP Team | Root Cause Analysis |
| 02/20/2020 | CIWP Team | Goal Setting |
| 03/19/2020 | CIWP Team | Theory of Action |
| 03/30/2020 | CIWP Team | Theory of Action/ Action Steps |
| 05/04/2020 | CIWP Team | Action Steps |
| 05/04/2020 | Principal, Asst. Principal, ISL | ISL Feedback |

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

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

- 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 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)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 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:**
- 4 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 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
- 4 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
- 4 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
- 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
- 4 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 4 - 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)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- 4 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 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)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 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)
- 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 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)
 - 4 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

- 4 - 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - 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)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement

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

| Score | Framework dimension and category | Area of focus |
|-------|---|---------------|
| 4 | Quality and Character of School Life: Relational Trust | 0 |
| 4 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | 0 |

Goals

Areas of critical need and root cause analysis

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|-------------------------|--|
| Area of Critical need 1 | Math attainment for all students |
| Root Cause 1 | Teachers need additional support and professional development with teaching mathematical rigor (i.e. conceptual knowledge and application via complex math task) |
| Area of Critical Need 2 | Reading attainment for all students with emphasis on diverse learners |
| Root Cause 2 | A large number of our diverse learners need additional support with foundational skills. Teachers need additional support and professional development around text and task complexity |
| Area of Critical Need 3 | The number of students needing Tier II and Tier III SEL supports and interventions is increasing |
| Root Cause 3 | MTSS (academic and SEL) interventions and supports need to be implemented with fidelity |
| Area of Critical Need 4 | A large number of students are not on-track |
| Root Cause 4 | Teacher grading practices are not consistent and there are limited opportunities for students to give "voice". |

[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 |
|---|---|---|-----------------------|-----------------------|
| <p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>Math attainment in second grade is an indicator of how well students have mastered standards in the primary grades (k-2). Analyzing student attainment and performance in second grade will help the Instructional Leadership Team to determine which instructional adjustments should be made to our primary program. Further analysis of the data will be used to determine the supports (i.e. interventions) students will need to be successful in grades 3 through 5. This goal directly ties into the following strategic priorities a: balanced assessment and grading, MTSS, Student Voice, and Instruction. Some of the key actions that will drive second grade attainment in math are MTSS, professional development, coaching, and data analysis.</p> | Overall | | 74.00 | 84.00 |
| <p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>Reading attainment in second grade is an indicator of how well students have mastered standards in the primary grades (k-2). Analyzing student attainment and performance in second grade will help the Instructional Leadership Team to determine which instructional adjustments should be made to our primary program. Further analysis of the data will be used to determine the supports (i.e. interventions) students will need to be successful in grades 3 through 5. This goal directly ties into the following strategic priorities a: balanced assessment and grading, MTSS, Student Voice, and Instruction. Some of the key actions that will drive second grade attainment in reading are MTSS, professional development, coaching, and data analysis.</p> | Overall | | 36.00 | 46.00 |
| <p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>Historically, Ellington has high growth in math. High growth will lead to attainment. Therefore, our focus is increasing student attainment. Additionally we are specifically targeting our students with IEPs because there is a significant gap in attainment when comparing students with IEPs to students without IEPs. This goal directly ties into several of our</p> | Overall | | 40.00 | 50.00 |
| | Students with IEPs | | 25.00 | 35.00 |

| Metrics (select 3-5) | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|--|---|---|-----------------------|-----------------------|
| strategic priorities and action steps. Some of the key actions that will drive second grade attainment in math are MTSS, professional development, coaching, and data analysis. | | | | |
| <p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>Historically, Ellington has high growth in reading. High growth will lead to attainment. Therefore, our focus is increasing student attainment. Furthermore, our diverse learners (student's with IEPs) are the targeted subgroup because of the wide disparity in achievement when compared to students without IEPs. This goal directly ties into the following strategic priorities a: balanced assessment and grading, MTSS, Student Voice, and Instruction. Some of the key actions that will drive attainment in reading are MTSS, professional development, coaching, and data analysis.</p> | Overall | | 60.00 | 70.00 |
| | Students with IEPs | | 33.00 | 43.00 |
| <p>Vision: Attendance Rate</p> <p>Student attendance is essential to their academic progress. Setting attendance goals and creating a strategic plan to address attendance will positively impact student achievement. Through data analysis, we have discovered that a significant number of students are "off-track" because of attendance. To increase student attendance we have created a theory of action with a set of action items geared toward increasing student voice and ownership.</p> | Overall | | 96.00 | 97.00 |
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Required metrics (Elementary) (133% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| <p>My Voice, My School 5 Essentials Survey The 5 Essential survey gives students and teachers the opportunity to provide input about the school environment. The data from the survey results can predict student outcomes and school improvement.</p> | | | 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 |
|--|------------------|------------------|----------------|----------------|----------------|
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Strategies

Strategy 1

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| If we do... | Offer students opportunities to share their voice, learn about civics and democracy, and integrate their lived experiences perspectives and interests into their learning. |
| Then we see... | Students taking ownership of the school's culture and climate, students developing self-advocacy skills, and students engaged in learning. |
| which leads to... | an increase in school attendance to 97% by EOY 2022 and to increase and maintain a My School, My Voice Survey rating of Well Established (5 points) by EOY 2022. |
| Budget Description | Positions related: School Security, School Counselor, Assistant Principal, IB Coordinator, Teachers, Paraprofessionals Budget lines: Student Transportation, Extended Day Buckets Partnership/ Grants: After School All Stars |
| Tags | Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment |
| Action steps | <ul style="list-style-type: none"> (Not started) Recruit and train a select group of middle school students to serve as peer jurors. Peer jurors will meet weekly to decide on appropriate restorative consequences for select disciplinary issues Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment (On-Track) Classroom teachers will administer interest (Chicago City of Learning for grades 4 to 8) and/or SEL surveys at least twice during the school year. Teachers will use the inventory results to incorporate student interest into their unit plans, scope and sequence, and to plan at least one educational field trip. Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment (Not started) Convene the culture and climate team. The team, with input and suggestions from the student council, will meet twice a month to plan student activities and incentives. Tags: CBE: SEL Integration, OSEL: SEL Instruction |

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| | <ul style="list-style-type: none"> • (Postponed) Middle School/ IB Teachers will receive professional development on inquiry based learning Tags: Student Voice, Engagement, and Civic Life, MGIB: IB • (Completed) Middle School/ IB Teachers will receive professional development on civics and democracy Tags: Student Voice, Engagement, and Civic Life, MGIB: IB • (Not started) Establish a student council. The student council will meet bi-weekly to brainstorm ideas, give input on student programs, and develop student activities, events, and incentives Tags: Student Voice, Engagement, and Civic Life, MGIB: IB • (On-Track) 8th grade students will complete their Community Projects and will share their findings at a Spring Exhibition Tags: Student Voice, Engagement, and Civic Life, MGIB: IB • (On-Track) Students in grades PK-3 will participate in daily "morning meetings" where they will have an opportunity to share ideas and collaborate with peers Tags: Student Voice, Engagement, and Civic Life, CBE: SEL Integration • (Cancelled) Teachers will integrate civics and democracy into a minimum of one of their social science units Tags: Student Voice, Engagement, and Civic Life • (On-Track) The administrators and ILT will review the pre and post-survey/ interest data to determine successes, areas of growth, and next steps. Tags: Student Voice, Engagement, and Civic Life |
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Strategy 2

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| If we do... | Implement, with fidelity, equitable grading practices and aligned assessments that concisely, without bias, communicates and tracks the learning progress and achievement of students |
| Then we see... | Teachers engaged in data cycles where they: analyze grades, assessment data, and student work; and collaborate to plan for instruction based on multiple data points |
| which leads to... | an increase in the 2nd-grade student attainment in math to 84% by EOY 2022; an increase in the 2nd-grade student attainment in reading to 46% by EOY 2022; an increase in the 3rd ? 8th grade National School Attainment Percentile in math to 50 by EOY 2022; an increase in the 3rd ? 8th grade National School Attainment Percentile in reading to 70 by |

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| | EOY 2022; an increase in the student's with IEPs National School Attainment Percentile in reading to 43 by EOY 2022; and an Increase in a My School, My Voice Survey rating of Well Established (5 points) by EOY 2022 |
| Budget Description | Budget Class: 332 Parent Advisory Council Funds Positions related: School Counselor, Assistant Principal, IB Coordinator, Teachers Budget lines: Extended Day Buckets Partnership/ Grants: After School All Stars |
| Tags | Leadership for Continuous Improvement, Balanced Assessment and Grading, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, Teacher Leader Development & Innovation: Teacher Teams |
| Action steps | <ul style="list-style-type: none"> • (On-Track) The ILT will meet and revise (as necessary) the Ellington grading procedures and protocols Tags:Balanced Assessment and Grading • (Completed) The ILT will develop the Ellington Data Cycle Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Completed) Teachers will receive professional development on implementing the Ellington grading procedures and protocols Tags:Balanced Assessment and Grading • (On-Track) In grade-level teams, teachers will be engaged in the Ellington Data Cycle where they will review multiple data points, analyze student work, conduct root cause analysis, and develop a plan to address the root cause analysis Tags:Balanced Assessment and Grading, Teacher Leader Development & Innovation: Teacher Teams • (On-Track) In order to monitor the progress of this strategy, the school administrators will, on a quarterly basis, review teacher grades, and give targeted coaching and feedback on teacher grading practices. Tags:Balanced Assessment and Grading • (On-Track) During the fall open house and fall parent teacher conferences, teachers will review the Ellington grade procedures and policies with parents Tags:Balanced Assessment and Grading, Family & Community Engagement • (On-Track) Teachers will review the Ellington grading practices and procedures with students at least every five weeks. Tags:Balanced Assessment and Grading |

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| | <ul style="list-style-type: none"> • (On-Track) During the monthly LSC and PAC meetings the principal will review and receive feedback on the Ellington grade procedure and policies with parents and stakeholders <p>Tags:Balanced Assessment and Grading, FACE2: Local School Council, FACE2: Parent Engagement</p> <ul style="list-style-type: none"> • (On-Track) Teachers will use Google Classroom, Class DOJO, and the student information system (Aspen) to communicate assignments, grades, and assessment results with parents and students on a biweekly basis and when students are not making adequate progress. <p>Tags:Balanced Assessment and Grading, Family & Community Engagement</p> <ul style="list-style-type: none"> • (On-Track) Teachers will have individual meetings with students on a quarterly basis to discuss and give feedback on their academic performance and to set goals <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (On-Track) Implement the "Save the Grade After School Program" <p>Tags:Balanced Assessment and Grading, MTSS</p> <ul style="list-style-type: none"> • (On-Track) Middle School IB Teachers will receive professional development on formative assessments and rubrics <p>Tags:Balanced Assessment and Grading, MGIB: IB</p> <ul style="list-style-type: none"> • (On-Track) Middle School/ IB teachers will implement the IB Report Card as an addition to the regular CPS report card <p>Tags:Balanced Assessment and Grading, MGIB: IB</p> |
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Strategy 3

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|-------------------|---|
| If we do... | provide students with a robust, strategic and individualized instruction, interventions and social emotional supports. |
| Then we see... | students engaged in learning across all grade levels and in all content areas and a decrease in the number of students with discipline referrals. |
| which leads to... | Which will lead to an increase in the 2nd-grade student attainment in math to 84% by EOY 2022; an increase in the 2nd-grade student attainment in reading to 46% by EOY 2022; an increase in the 3rd ? 8th grade National School Attainment Percentile in math to 50 by EOY 2022; an increase in the 3rd ? 8th grade National School Attainment Percentile in reading to 70 by EOY 2022; an increase in the student?s with IEPs National School Attainment Percentile in reading to 43 by EOY 2022; and an Increase in a My School, My Voice Survey rating of Well Established (5 points) by EOY 2022 |

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|---------------------------|---|
| <p>Budget Description</p> | <p>Positions related: MTSS Coordinator, School Counselor, Assistant Principal, Teachers, Diverse Learner Teacher, Paraprofessional Budget lines: Extended Day Buckets, Reading and Math Supplies, Instructional Technology, Reading and Math Textbooks Partnership/ Grants: Illinois Empower Grant</p> |
| <p>Tags</p> | <p>Curriculum, MTSS, Student Voice, Engagement, and Civic Life, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, OSEL: Tier 2 and 3 Interventions</p> |
| <p>Action steps</p> | <ul style="list-style-type: none"> <p>• (On-Track) Establish an MTSS team. The MTSS team will meet bi-weekly to conduct the problem solving process and assist teachers with selecting interventions, and with progress monitoring</p> <p>Tags:MTSS, OSEL: Tier 2 and 3 Interventions</p> <p>• (Completed) Develop a master schedule to include dedicated time for interventions</p> <p>Tags:MTSS: Curriculum & Instruction</p> <p>• (Completed) Develop a school specific list of resources and interventions for academics and SEL</p> <p>Tags:MTSS</p> <p>• (Completed) Develop a counseling plan that includes multiple opportunities for individual and small group SEL interventions</p> <p>Tags:MTSS, OSEL: SEL Instruction, OSEL: Supportive School Environment</p> <p>• (Completed) Provide teachers with professional development on MTSS (academic and SEL) as suggested by the Office of Social Emotional Learning</p> <p>Tags:MTSS, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions</p> <p>• (On-Track) Teachers will progress monitor their students and document interventions and progress in ASPEN</p> <p>Tags:MTSS, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions</p> <p>• (On-Track) During grade level team meetings, teachers will determine the root cause of students not making progress and develop MTSS interventions to support those students</p> <p>Tags:Curriculum, MTSS, OSEL: SEL Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <p>• (On-Track) In order to achieve Exemplary Supportive School Certification, The MTSS Team will analysis data from student survey results</p> |

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| | <p>Tags:MTSS, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (On-Track) In order to achieve Exemplary Supportive School Certification, The MTSS Team collaborate with the Culture and Climate team to promote SEL programs <p>Tags:MTSS, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Behind) In order to achieve Exemplary Supportive School Certification, The MTSS Team will seek input from a variety of stakeholders (i.e. student council, LSC, and PAC) to revise the school wide expectations <p>Tags:MTSS, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (On-Track) In order to achieve Exemplary Supportive School Certification, The MTSS Team will develop community partnerships to support the MTSS/ SEL efforts <p>Tags:MTSS, Family & Community Engagement, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (On-Track) The school administration, in conjunction with the ILT, and MTSS team, will review the progress of our MTSS program to determine successes, areas of growth, and next steps. <p>Tags:MTSS</p> |
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Strategy 4

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| If we do... | engage students in cognitively demanding, complex, and challenging task and texts |
| Then we see... | students participating and leading class discussions, explaining and justifying their thinking, deliberating, problem-solving, reasoning, and applying their learning to real-world unpredictable context |
| which leads to... | Which will lead to an increase in the 2nd-grade student attainment in math to 84% by EOY 2022; an increase in the 2nd-grade student attainment in reading to 46% by EOY 2022; an increase in the 3rd ? 8th grade National School Attainment Percentile in math to 50 by EOY 2022; an increase in the 3rd ? 8th grade National School Attainment Percentile in reading to 70 by EOY 2022; an increase in the student?s with IEPs National School Attainment Percentile in reading to 43 by EOY 2022; and an Increase in a My School, My Voice Survey rating of Well Established (5 points) by EOY 2022 |
| Budget Description | Positions related: Assistant Principal, IB Coordinator, General and Diverse Learner Teachers, Diverse Learner Paraprofessionals, Case Manager, MTSS Coordinator, Budget lines: Student Transportation, Extended Day Buckets, Reading and Math Supplies, Reading and Math textbooks, and Instructional Technology Partnership/ Grants: Illinois Empower |
| Tags | Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4- |

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| | <p>Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MGIB: IB, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</p> |
| <p>Action steps</p> | <ul style="list-style-type: none"> <p>• (On-Track) Create a professional development calendar that includes a balance of opportunities for teachers to deepen their knowledge of text and task complexity, math rigor, and providing diverse learners with accommodations, and providing multiple access points to complex text and task (differentiation)</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks, Math: Curriculum</p> <p>• (On-Track) Teachers will collaborate and calibrate on text complexity by completing the Guided Reading Checkout</p> <p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Teacher Leader Development & Innovation: Teacher Teams</p> <p>• (On-Track) In grade level teams, teachers will be engaged in the Ellington Data Cycle where they will review multiple data points, analyze student work, conduct root cause analysis, and develop a plan to address the root causes analysis</p> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps, Teacher Leader Development & Innovation: Teacher Teams, Math: Formative Assessment, Math: Curriculum</p> <p>• (Not started) Provide opportunities for teachers to conduct peer observations</p> <p>Tags:Literacy: Shift 4-21st Century Professional Learning, Teacher Leader Development & Innovation: Teacher Teams</p> <p>• (On-Track) Teachers in grades K-2 will participate in the N3/ district level Balanced Literacy Professional Development</p> <p>Tags:Literacy: Shift 4-21st Century Professional Learning, OECE: P-2 Balanced Literacy</p> <p>• (On-Track) Teachers will develop formative assessments aligned to the standards</p> <p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment</p> <p>• (Not started) Diverse Learner Teachers will participate in a bi-weekly professional learning community to assist in supporting our diverse learners</p> <p>Tags:Equity: Targeted Universalism, ODLSS: Instructional Quality, ODLSS: Service Delivery</p> |

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| | <ul style="list-style-type: none"> • (Postponed) The IB coordinator will give Middle School/ IB teachers monthly feedback using the IB classroom look-fors <p>Tags:MGIB: IB</p> <ul style="list-style-type: none"> • (On-Track) Teachers will receive feedback on unit plans <p>Tags:</p> <ul style="list-style-type: none"> • (On-Track) General education and special education teachers will receive support for co-teaching and use of accommodations for diverse learners in general education setting. <p>Tags:ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams</p> |
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Action Plan

Strategy 1

Not started Nov 17, 2020

Recruit and train a select group of middle school students to serve as peer jurors. Peer jurors will meet weekly to decide on appropriate restorative consequences for select disciplinary issues

Sep 07, 2020 to Jun 01, 2021 - Peer Jury Coordinator

On-Track Nov 17, 2020

Classroom teachers will administer interest (Chicago City of Learning for grades 4 to 8) and/or SEL surveys at least twice during the school year. Teachers will use the inventory results to incorporate student interest into their unit plans, scope and sequence, and to plan at least one educational field trip.

Sep 07, 2020 to Jun 01, 2021 - School Counselor and School Administration

Not started Nov 17, 2020

Convene the culture and climate team. The team, with input and suggestions from the student council, will meet twice a month to plan student activities and incentives.

Jun 30, 2021 to Jun 30, 2021 - Culture and Climate Coordinator and School Administration

Postponed Nov 17, 2020

Middle School/ IB Teachers will receive professional development on inquiry based learning

Oct 01, 2020 to Oct 30, 2020 - IB Coordinator

Completed Nov 17, 2020

Middle School/ IB Teachers will receive professional development on civics and democracy

Nov 01, 2020 to Dec 11, 2020 - IB Coordinator

Not started Nov 17, 2020

Establish a student council. The student council will meet bi-weekly to brainstorm ideas, give input on student programs, and develop student activities, events, and incentives

Oct 05, 2020 to Jun 17, 2022 - Student Council Coordinator

On-Track Nov 17, 2020

8th grade students will complete their Community Projects and will share their findings at a Spring Exhibition

Mar 01, 2021 to Jun 18, 2021 - IB Coordinator

On-Track Nov 17, 2020

Students in grades PK-3 will participate in daily "morning meetings" where they will have an opportunity to share ideas and collaborate with peers

Sep 07, 2020 to Jun 17, 2022 - Grade Level Team Leads

Cancelled Nov 17, 2020

Teachers will integrate civics and democracy into a minimum of one of their social science units

Sep 07, 2020 to Jun 10, 2022 - Grade Level Team Leads

On-Track Nov 17, 2020

The administrators and ILT will review the pre and post-survey/ interest data to determine successes, areas of growth, and next steps.

Jun 30, 2022 to Jun 30, 2022 - Administration and ILT

Strategy 2

On-Track Nov 17, 2020

The ILT will meet and revise (as necessary) the Ellington grading procedures and protocols

Jul 06, 2020 to Aug 21, 2020 - Administration

Completed Nov 17, 2020

The ILT will develop the Ellington Data Cycle

Jul 06, 2020 to Aug 21, 2020 - Administration and ILT

Completed Nov 17, 2020

Teachers will receive professional development on implementing the Ellington grading procedures and protocols

Aug 24, 2020 to Sep 04, 2020 - Administration and ILT

On-Track Nov 17, 2020

In grade-level teams, teachers will be engaged in the Ellington Data Cycle where they will review multiple data points, analyze student work, conduct root cause analysis, and develop a plan to address the root cause analysis

Sep 07, 2020 to Jun 30, 2022 - Administration and ILT

On-Track Nov 17, 2020

In order to monitor the progress of this strategy, the school administrators will, on a quarterly basis, review teacher grades, and give targeted coaching and feedback on teacher grading practices.

Sep 07, 2020 to Jun 30, 2022 - Administration

On-Track Nov 17, 2020

During the fall open house and fall parent teacher conferences, teachers will review the Ellington grade procedures and policies with parents

Sep 07, 2020 to Oct 30, 2020 - Administration

On-Track Nov 17, 2020

Teachers will review the Ellington grading practices and procedures with students at least every five weeks.

Sep 07, 2020 to Jun 30, 2022 - Administration and Grade Level Team Leads

On-Track Nov 17, 2020

During the monthly LSC and PAC meetings the principal will review and receive feedback on the Ellington grade procedure and policies with parents and stakeholders

Jun 30, 2022 to Jun 30, 2022 - Principal

On-Track Nov 17, 2020

Teachers will use Google Classroom, Class DOJO, and the student information system (Aspen) to communicate assignments, grades, and assessment results with parents and students on a biweekly basis and when students are not making adequate progress.

Sep 07, 2020 to Jun 30, 2022 - Grade Level Team Leads

On-Track Nov 17, 2020

Teachers will have individual meetings with students on a quarterly basis to discuss and give feedback on their academic performance and to set goals

Sep 07, 2020 to Jun 30, 2022 - Administration

On-Track Nov 17, 2020

Implement the "Save the Grade After School Program"

Sep 07, 2020 to Jun 30, 2022 - After School Coordinator

On-Track Nov 17, 2020

Middle School IB Teachers will receive professional development on formative assessments and rubrics

Sep 06, 2020 to Dec 31, 2020 - IB Coordinator

On-Track Nov 17, 2020

Middle School/ IB teachers will implement the IB Report Card as an addition to the regular CPS report card

Sep 07, 2020 to Jun 30, 2022 - IB Coordinator

Strategy 3

On-Track Nov 18, 2020

Establish an MTSS team. The MTSS team will meet bi-weekly to conduct the problem solving process and assist teachers with selecting interventions, and with progress monitoring

Jun 30, 2022 to Jun 30, 2022 - Administration and MTSS Coordinator

Completed Nov 18, 2020

Develop a school specific list of resources and interventions for academics and SEL

Sep 07, 2020 to Sep 30, 2020 - MTSS Coordinator and MTSS Team

Completed Nov 18, 2020

Provide teachers with professional development on MTSS (academic and SEL) as suggested by the Office of Social Emotional Learning

Sep 07, 2020 to Jun 30, 2022 - MTSS Coordinator/ Assistant Principal/ BHT

On-Track Nov 18, 2020

Teachers will progress monitor their students and document interventions and progress in ASPEN

Sep 07, 2020 to Jun 30, 2022 - Administration and MTSS Coordinator

On-Track Nov 18, 2020

During grade level team meetings, teachers will determine the root cause of students not making progress and develop MTSS interventions to support those students

Sep 07, 2020 to Jun 30, 2022 - Administration and Grade Level Team Leads

Completed Nov 18, 2020

Develop a counseling plan that includes multiple opportunities for individual and small group SEL interventions

Aug 03, 2020 to Sep 30, 2020 - School Counselor

Completed Nov 18, 2020

Develop a master schedule to include dedicated time for interventions

Jul 06, 2020 to Jun 30, 2022 - School Administration

On-Track Nov 18, 2020

In order to achieve Exemplary Supportive School Certification, The MTSS Team will analysis data from student survey results

Sep 07, 2020 to Jun 30, 2022 - MTSS Coordinator and Administration

On-Track Nov 18, 2020

In order to achieve Exemplary Supportive School Certification, The MTSS Team collaborate with the Culture and Climate team to promote SEL programs

Sep 07, 2020 to Jun 30, 2022 - MTSS Coordinator and Administration

Behind Nov 18, 2020

In order to achieve Exemplary Supportive School Certification, The MTSS Team will seek input from a variety of stakeholders (i.e. student council, LSC, and PAC) to revise the school wide expectations

Sep 07, 2020 to Jun 30, 2022 - MTSS Coordinator and Administration

On-Track Nov 18, 2020

In order to achieve Exemplary Supportive School Certification, The MTSS Team will develop community partnerships to support the MTSS/ SEL efforts

Sep 07, 2020 to Jun 30, 2022 - MTSS Coordinator and Administration

On-Track Nov 18, 2020

The school administration, in conjunction with the ILT, and MTSS team, will review the progress of our MTSS program to determine successes, areas of growth, and next steps.

Sep 07, 2020 to Jun 30, 2022 - School Administration

Strategy 4

On-Track Nov 18, 2020

Create a professional development calendar that includes a balance of opportunities for teachers to deepen their knowledge of text and task complexity, math rigor, and providing diverse learners with accommodations, and providing multiple access points to complex text and task (differentiation)

Jul 06, 2020 to Aug 31, 2020 - Principal and ILT

On-Track Nov 18, 2020

Teachers will collaborate and calibrate on text complexity by completing the Guided Reading Checkout

Sep 07, 2020 to Jun 30, 2022 - Grade Level Team Leads and Administrators

On-Track Nov 18, 2020

In grade level teams, teachers will be engaged in the Ellington Data Cycle where they will review multiple data points, analyze student work, conduct root cause analysis, and develop a plan to address the root causes analysis

Sep 07, 2020 to Jun 30, 2022 - Grade Level Team Leads and Administrators

Not started Nov 18, 2020

Provide opportunities for teachers to conduct peer observations

Sep 07, 2020 to Jun 30, 2022 - Principal and AP

On-Track Nov 18, 2020

Teachers in grades K-2 will participate in the N3/ district level Balanced Literacy Professional Development

Sep 07, 2020 to Jun 30, 2022 - Principal and AP

On-Track Nov 18, 2020

Teachers will develop formative assessments aligned to the standards

Sep 07, 2020 to Jun 30, 2022 - Grade Level Teams

Not started Nov 18, 2020

Diverse Learner Teachers will participate in a bi-weekly professional learning community to assist in supporting our diverse learners

Sep 07, 2020 to Jun 30, 2021 - Case Manager

Postponed Nov 18, 2020

The IB coordinator will give Middle School/ IB teachers monthly feedback using the IB classroom look-fors

Sep 07, 2020 to Jun 30, 2021 - IB Coordinator

On-Track Nov 18, 2020

Teachers will receive feedback on unit plans

Sep 07, 2020 to Jun 30, 2022 - Administration

On-Track Nov 18, 2020

General education and special education teachers will receive support for co-teaching and use of accommodations for diverse learners in general education setting.

Sep 07, 2020 to Jun 30, 2022 - Case Manager

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

The instructional leadership team meets in the spring and summer to conduct a comprehensive needs assessment for the entire school. This assessment includes a root cause analysis, data analysis, curriculum analysis, and program/ partnership analysis.

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

The current school-wide reform strategies that are used to provide opportunities for all students to meet proficient and advanced levels of achievement are as follows: MTSS, differentiated instruction, small group instruction, task and text complexity, guided reading, balanced literacy, instructional technology, and balancing mathematical rigor.

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.

The school-wide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program increases the amount of quality of learning time, and included strategies to meet the needs of historically underserved populations are IXL, Learning A to Z, Sanford Harmony, Sum Dog, and culturally relevant teaching, Wilson Reading.

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).

The 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 are mentoring, counseling, school-based mental health program, and other strategies to improve student social-emotional learning.

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

The strategies used to attract high-quality, highly-qualified teachers are word of mouth, university partnerships, district partnerships (teacher residency), social media, district job fairs, school websites, and a comprehensive interview process that includes a variety of stakeholders.

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

The high-quality and ongoing professional development topics based on scientifically based research to ensure students meet state standards are as follows: Balanced Literacy, CCSS Mathematical Shifts, CCSS ELA shifts, data analysis, NWEA ladders, M-CLASS Reading and Math, TSGOLD, culturally relevant teaching, modeling, feedback and reflection, and text and task complexity.

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

The strategies used to increase parent involvement by empowering parents to partner with the school are Fall Open House, Local School Council meetings, interactive parent workshops, Parent Advisory Committee meetings, monthly newsletters, phone blasts, online virtual meetings and webinars, family nights, parent volunteers, home visits, community meetings (Austin Coming Together), parent portal, Google Classroom, parent-teacher conferences, orientation night, CIWP planning sessions, and creating a warm and respectful school culture and climate.

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.

To assist preschool children in the transition from early childhood programs to elementary school Ellington participates in the district led "Step Up to Kindergarten."

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

The measures used 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 are: the Instructional Leadership Team, Grade Level Team meetings, Local School Council meetings, and school-based committees.

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.

In order 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 are data review cycles, MTSS meetings, progress monitoring, NWEA interim testing, M-CLASS assessments, TSGOLD assessments, a balanced assessment and grading, asking questions that allow students to think, and give students time to think and explain their answers.

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.

In order to coordinate and integrate federal, state and local services and programs, the school leadership team in conjunction with the Local School Council and Instructional Leadership team first identify the need for programs, then we define the scope of the program, next week conduct an analysis of the program with stakeholders (i.e. LSC, and ILT), then develop a timeline for implementation, and lastly, we communicate with all stakeholders.

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.

Parents will be provided with on-going NCLB information through monthly parent meetings, LSC Meetings, IEP Follow-ups/evaluations, and local and area instructional workshops. NCLB reviews and modifications will be publicly accessible in the main office, school website, and during Report Card Pick-ups. All NCLB updates will be included on a monthly basis to inform parents of NCLB policies.

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 school will continue to encourage parent participation in monthly PAC meetings so that they can have the most up to date information on educational programs and strategies that are available to assist their children. Guest speakers from various areas of NCLB Title I programs will present information to parents which will be beneficial in increasing parent involvement at the school and furthering our partnership with parents. Ellington Title 1 Informational meeting will be held on Thursday, September 24, 2020 at 8:30 a.m. The Organizational meeting will be held on September 24, 2020 at 9:30 a.m.

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.

This has been an on-going opportunity for every parent at the school to participate in the direction of the School Vision and Mission Statement, to give each student a thorough and competitive education so that they can be viable citizens within their communities. Parents who actively participate will be informed and trained in the appropriate goals necessary for their child to succeed. Through PAC and LSC meetings parents will be able to make better choices about attendance, special needs, core subject instruction at home, and student adherence to school-wide rules and policies. Student issues such as Safe Passage, Parent Patrol, D.A.R.E. and CAPS programs will also be discussed for improving both school and community relations

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 will be provided with a data-friendly chart of their child's individual scores on state assessments, such as the PARCC and NWEA. Introduction to assessment vocabulary will be given by the DATA Team at a PAC meeting so that parents can comprehend the results of the scores, and improve the test preparedness of their child on these types of achievement tests throughout their educational process. Parents will be given information on how state assessments are used as partial determinants in their child's promotional process. During these meetings, the modeling of Reading, Writing, Math, Science, and Short Responses will be shared as well as samples to be taken home.

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.

When allowed by CPS policy, the NCLB Title I information on a teacher that is defined as "not highly qualified" letters will be mailed out to the parents of those students who are being taught by that teacher. The ability to have this information to parents at its earliest convenience is dependent upon the school's administrative policy and will be mailed to parents as soon as possible.

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.

During parent correspondence with their child's teachers, core subject information, and homework policies for improving student performance will be discussed at the beginning of the school year alongside a current state of the school address. A short checklist of student textbooks being used, instructional

workbooks, materials, and supplies that they will need will be given. Parents who have attended the "Back to School Night" and monthly PAC meetings will be given additional materials. The CPS, Ellington School Calendars and additional school notices will keep parents informed of all school assessment dates, meetings, and extracurricular activities/and or events that will contribute to student success according to the ISBE State Standards

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.

The school CPS Engagement Center will be open to parents for providing instruction and training on various core subjects and to facilitate their involvement in assisting with homework. Literacy and technology awareness programs will be introduced/reviewed at all monthly parent meetings. Parents will also be able to access current event information on a local and global basis for additional assistance to themselves and to their children. Science Fair/Ethnic History Fair/Literacy Fair and other extracurricular initiatives will provide parents the necessary materials and tools for helping their children develop excellent presentations.

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.

Staff will be trained on effective communication with parents in all phases of school operations. Special emphasis will be placed on communication between office personnel and parents when they first arrive at the school, and in telephone correspondence. All parents will be made to feel a part of their child's educational process, and teacher-parent conferences before instructional time will continue in the mornings. On staff development days teachers will be informed of CPS policy in regards to parent involvement in schools, and how they can benefit not only their children but make themselves available to assist the teacher as parent volunteers and helpers. Teachers will make it a priority to communicate with the parents/and or guardians of their students within the first month of the school year. They will also ensure that parents are informed of homework, classroom assignments, attendance/tardy situations, and behavioral incidences before they become critical to the child's progress. Increased communication between school/home relations with the most current home/cellular phone numbers, in case of emergencies, is also critical to improving parent confidence and assurance that their needs are being served by the staff

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.

All Head Start and Early Childhood instructional programs will be addressed by those educational staff that has expertise and endorsements in those grade levels. The appropriate coordinators of these programs will offer all parents of these students training and development on how to be effective in giving their child a strong foundation in wanting to learn and explaining to them the importance of learning. Any instructional materials and supplies will be introduced and provided to parents to assist their children at home. Guest speakers (i.e. advocacy representatives, educational vendors, etc.) will be made available to talk with parents of preschool and early childhood students on Reading, Writing, and Math strategies that

can prepare them for the regular grade-level instruction. Individual student profiles can be created by both staff and parents to "track" the child's strengths and deficiencies for the earliest intervention

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.

All school calendars, pamphlets, flyers, and even telephone correspondence will be made and delivered in a parent-friendly manner, for effective comprehension of school-based information and issues. All parent information must be approved by the Principal before being distributed to parents/and or guardians to ensure that its quality of communication is understandable by everyone

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>

<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.)

Ellington will continue to retain and pursue educational professionals who are dedicated to student success, trained in the appropriate areas of instruction, competent in the use of data/technology, educated in child development for their grade levels, and immersed in the strategies that are effective motivators to a child's academic and emotional achievement (i.e. Differentiated Instruction, DIBELS, Guided Reading, Progressive Discipline, NCLB Title I and LRE policies, etc.). Ellington will continue to honor our Vision of making all children: "self-determined, self-reliant, and self-sufficient." Our Mission will continue to provide the best comprehensive education for Ellington's students in all subject areas

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.

Teachers will continue to be available on a daily basis for scheduled meetings with parents. Additionally, Back to School Night - September 2020, 1st Meeting of Parent Advisory Meetings - September 2020, School Report Card Pickup Days - November 2020/April 2021, Monthly Parent Advisory Council Meetings, Monthly Local School Council Meetings, Annual 8th Grade Parent Meetings- December 2020, High School Fair - October 2020, and Instructional Fair -February 2021

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

All Student CPS/State Assessment information will be provided on data score sheets for parents and will be distributed as soon as possible. Teachers will be responsible for frequent communication with parents and/or guardians on student weekly progress (if necessary), 5th-week Progress Reports, and Quarterly Report Cards. Teachers will prioritize correspondence with parents and/or guardians about scheduling conferences for students who may need additional intervention/assistance, and enrichment information for those students who are performing above grade level. Parents will have access to the CPS Parent Portal to obtain grade/assignment information and correspond with teachers via e-mail. All school calendars, pamphlets, and flyers will also be distributed for students to take home to parents and/or guardians for current school assessment dates, high school applications and workshops, and extracurricular activities/event

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

All parent conferences will continue to be conducted in staff supervised environments on the 1st floor. Primary areas for dialogue about student progress and issues will be in the Main Conference room, Culture, and Climate Coach's Office, and Room 105 for larger parent groups (if necessary). Emergency conferences will only be conducted with the authorization of the Principal to avoid interference with the school's instructional time

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.

All parents will be informed during Back to School Night, monthly parent meetings, and as newly enrolled parents during the school year, that they are welcome to volunteer at the school. However, they must take the necessary process through CPS (background information, TB tests, etc.), and have been approved by Central Office. Parents who wish to observe their children in the classroom setting, must have Administrative approval and are limited in the amount of time that they can be on the floor. Strict adherence to custodial situations will be addressed and enforced, to eliminate issues that could affect the student(s). Parents may act as chaperones on school-related field trips with teachers providing the office with pertinent information for Network approval.

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

Parents will be provided information on state, local, and school assessment information; attendance, CPS homework policy, Safe Passage, and other student-centered issues. Parents will be required to attend Back to School Night, 8th Grade Parent meetings, Parenting classes, HeadStart, and Early Childhood meetings, and Ellington extracurricular activities/events that will further enhance their ability to reinforce and assist their children's' educational process. Teachers will require parents to sign and initial certain homework sheets that will be used in portfolios, journals, and school-related projects.

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

During parent-teacher conferences, monthly meetings, workshops, and Back to School Night, parents will be informed that they are the most vital components in their child's education. Decisions made from the home environment heavily influence student performance and achievement. All parent conferences must be scheduled and agreed to by both parent and teacher for comfortable dialogue. The school philosophy of partnering with parents as the experts of their children will be reviewed and reinforced with teachers. Teachers will be trained on effective listening and reflection skills so that they can better understand what the needs of the parents are in regard to the education of their children. Staff Development sessions will be provided to educational staff to allow them to have more knowledge about parent decisions, input, and resources

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students of Ellington will be informed on the CPS Student Code of Conduct, attendance, and academic merits. Through each teacher's classroom, students will be informed on keeping a well-groomed and positive appearance, having the proper materials and supplies (including a Chicago Library Card), and the use of respectable language and attitudes throughout the building. Monthly Town Hall meetings with the Principal on current trends and solutions to student-centered issues. A Principal Advisory Committee will be formed to address student-related concerns for establishing a positive school and community climate

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.

The School will involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy. The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend.

The school will continue to encourage parent participation in monthly PAC meetings so that they can have the most up to date information on educational programs and strategies that are available to assist their children. Guest speakers from various areas of NCLB Title I programs will present information to parents which will be beneficial in increasing parent involvement at the school and furthering our partnership with parents.

Apart from supporting our students beyond elementary school is to prepare them with their parents about the endless high school options that exist within CPS.

Parents would be invited to attend the CPS high school fair, but prior to this the school counselor along with the IB Coordinator would have met with parents

during the Fall Open House in September. The goal of the meeting would be to educate parents on the types of questions to ask and research in order to ensure their child's high school selection is a good fit.

In accordance with the school's CIWP, parents will be involved alongside students in exploring the many opportunities that exist beyond high school. The activities would involve quarterly motivational speakers representing varying career options (traditional college-bound related employment as well as technical and certificate-based careers) and if possible participation in the Junior Achievement program.

Ellington would also continue to build it's parents' knowledge regarding the Common Core State Standards. Teachers and students have prepared an annual program for the past two years in which school-wide academic expectations have been shared. As a part of this program teacher and students walk parents through one lesson that requires a hands-on task pushing students to think beyond literal thinking questions and demand critical thinking. This program has taken place on the last Thursday evening before the winter break.

Schools will provide information, resources, materials, and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. The school CPS Engagement Center will be open to parents for providing instruction and training on various core subjects and to facilitate their involvement in assisting with homework. Literacy and technology awareness programs will be introduced/reviewed at all monthly parent meetings.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished. All school calendars, pamphlets, flyers, and even telephone correspondence will be made and delivered in a parent-friendly manner, for effective comprehension of school-based information and issues. All parent information must be approved by the Principal before being distributed to parents/and or guardians to ensure that its quality of communication is understandable by everyone

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

Account(s)

Description

Allocation

| | | |
|--------------------------------|--|---------------|
| <p>51130, 52130</p> | <p>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.</p> | <p>\$0.00</p> |
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| 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. | \$1045.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$0.00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$1000.00 |
| 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. | \$1000.00 |
| 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 |