Laughlin Falconer Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/29/2020	Cosme, Bartel, Bambula, Galassini, Romo, Kuzmanovski	SEF

Framework

Category scoring

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

Subcategory scoring

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

- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - 3 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**:
- 3 - 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
    - 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)
    - 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
    - 3 Curriculum connects to real world, authentic application of learning
    - 4 Curriculum is aligned to expectations of the standards
    - 4 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
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 4 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 3 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 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)
- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 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)
  - o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)

- o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- o **Evidence**:
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**4**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
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

Area of Critical Need 1	Low Math growth among 4th graders on 2019 EOY NWEA.
Root Cause 1	Data is not being consistently used across the grade level to drive planning and differentiated instruction.
Area of Critical Need 2	Low Reading growth among 5th graders on 2019 EOY NWEA.
Root Cause 2	Inconsistent intentional small group instruction to meet the needs of all students.
Area of Critical Need 3	Kindergarten attendance is below 93% for the 2020 SY.
Root Cause 3	School-wide and grade level incentives are not effective in producing a higher attendance rate for Kindergarten students.

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Growth G3-8 (Math) I chose this metric because we are specifically focusing on 4th grade Math growth.	Overall		50.00	60.00
Vision: NWEA Growth G3-8 (Reading) I chose this metric because we are specifically concentrating on 5th grade Reading growth.	Overall		60.00	70.00
Vision: Attendance Rate I chose this metric because we are specifically focusing on Kindergarten attendance, which sits below 93%.	Overall		94.00	95.00
(Blank)				
(Blank)				

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 (Blank)			5.00	5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we fund a full-time Math Interventionist/Coach to work with the top and bottom 20% of 3rd - 6th grade students; and coach teachers on math differentiation and resource utilization
Then we see...	an increase in the utilization of instructional best practices of mathematics and teachers differentiating for small group instruction
which leads to...	an increase in our NWEA both math growth and math attainment by 10%.
Budget Description	teacher position
Tags	Instruction, Math: Rigorous Tasks
Action steps	• (Not started) Use data from NWEA Fall 2020 Assessment to identify the top 10% of students and the bottom 10% of students from each class in grades 3rd - 6th. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Equitable Access • (Not started) Create a schedule for the 20% of students in grades 3rd - 6th working with the Math Interventionist, indicating each selected student works with the interventionist twice a week. Tags:Instruction • (Not started) Math Interventionist will coordinate with grade-level teams to ensure the provided interventions are aligned to the current math scope and sequence. Tags:Curriculum • (Not started) Math Interventionist will provide monthly reports to teachers and administration outlining content taught, progress mad, and mastery achieved for high and struggling students. Tags:Math: Formative Assessment • (Not started) Math Interventionist will provide additional supports to teachers to assist with differentiation and resource utilization. Tags:Instruction

Strategy 2

If we do...	create opportunities to provide differentiated instruction and additional supports for all students
Then we see...	intentional school-wide differentiated small group instruction based on the diverse needs of our student population
which leads to...	measurable growth on NWEA and Dibels/TRC.
Budget Description	curriculum materials
Tags	Curriculum, Instruction
Action steps	(Not started) Create a quarterly scope and sequence plan aligned to the CCSS and utilize backwards planning in creating standards-aligned common grade-level assessments. Tags:Instruction (Not started) Use and analyze multiple data sources (NWEA FALL 2020, Mclass/TRC, common grade-level assessments, formative assessments) to group students for Math and Reading by instructional level in each classroom; including conducting an item analysis for every pre and post assessment administered. Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) Teachers will differentiate instruction based on data analysis and use formative assessment to monitor student understanding and mastery. Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth (Not started) During instructional planning, Teachers will design authentic intellectual tasks to allow students the opportunity to think about their own thinking and engage students in productive talk. Tags:Curriculum, Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Rigorous Tasks, Math: Student Discourse

Strategy 3

If we do...	Engage teachers in four week data cycles around common assessments and grading practices
Then we see...	teachers creating higher level DOK assessments and incorporating data into their planning

which leads to...	an increase in 60% of students making national average growth on NWEA in grades 3rd - 6th; an increase of 70% of students making growth on their composite score in mClass in grades Kindergarten 2 2nd.
Budget Description	curriculum materials
Tags	Balanced Assessment and Grading
Action steps	(Not started) Create standards-aligned common grade level assessments across all content areas. Tags:Assessment: Balanced Assessment and Grading (Not started) Continue to familiarize teachers with the Depth of Knowledge (DOK) levels and how to thoroughly analyze student data using multiple data sources. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Use the Mastery-Based Assessment Tuning Protocol to determine the quality of common assessments. Teachers will work in grade-level teams to refine assessments aligned with standards and performance indicators. Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems (Not started) Pre-assess students and complete an item analysis of the assessment to gather data on student performance. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Use assessment data for flexible grouping and differentiated instruction. Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) After administering summative assessment, teachers will use the Student Work Protocol every 4 weeks to reflect on instruction and student performance to determine next steps. Tags:Assessment: Checkpoint Student Assessment System

Strategy 4

If we do...	continue to expand the supports of the Behavioral Health Team
Then we see...	a gradual increase in student attendance and a gradual decrease in discipline referrals
which leads to...	a 95% attendance rate and a rate of 80% for student on-track.
Budget Description	extended-day bucket, extra position
Tags	MTSS, Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSSE: Attendance & Truancy
Action steps	• (Not started) Fund a part-time counselor and a disciplinarian/dean to meet the social-emotional needs of students. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) Continue to schedule weekly BHT meetings with Administration, Counselors, Dean, Social Worker, Case Manager and School Psychologist. Tags:OSEL: Supportive School Environment • (Not started) Continue to provide differentiated supports for teachers and students based on individual need. Tags:OSEL: Supportive School Environment • (Not started) Fund a school clerk assistant to provide supports for student attendance and student health needs. Tags:OSEL: Supportive School Environment

Action Plan

Strategy 1

Use data from NWEA Fall 2020 Assessment to identify the top 10% of students and the bottom 10% of students from each class in grades 3rd - 6th.

Sep 08, 2020 to Sep 26, 2020 - Principal/AP,/Interventionist

Create a schedule for the 20% of students in grades 3rd - 6th working with the Math Interventionist, indicating each selected student works with the interventionist twice a week.

Aug 03, 2020 to Aug 28, 2020 - Principal/AP

Math Interventionist will coordinate with grade-level teams to ensure the provided interventions are aligned to the current math scope and sequence.

Sep 28, 2020 to Jun 04, 2021 - Math Interventionist

Math Interventionist will provide monthly reports to teachers and administration outlining content taught, progress mad, and mastery achieved for high and struggling students.

Sep 28, 2020 to Jun 04, 2021 - AP/Math Interventionist

Math Interventionist will provide additional supports to teachers to assist with differentiation and resource utilization.

Sep 08, 2020 to Jun 11, 2021 - AP/Math Interventionist

Strategy 2

Create a quarterly scope and sequence plan aligned to the CCSS and utilize backwards planning in creating standards-aligned common grade-level assessments.

Aug 24, 2020 to Jun 11, 2021 - Principal/AP/Teachers

Use and analyze multiple data sources (NWEA FALL 2020, Mclass/TRC, common grade-level assessments, formative assessments) to group students for Math and Reading by instructional level in each classroom; including conducting an item analysis for every pre and post assessment administered.

Sep 21, 2020 to Jun 11, 2021 - Principal/AP/Teachers

Teachers will differentiate instruction based on data analysis and use formative assessment to monitor student understanding and mastery.

Nov 02, 2020 to Jun 11, 2021 - AP/Teachers

During instructional planning, Teachers will design authentic intellectual tasks to allow students the opportunity to think about their own thinking and engage students in productive talk.

Sep 08, 2020 to Jun 18, 2021 - Teachers

Strategy 3

Create standards-aligned common grade level assessments across all content areas.

Sep 08, 2020 to Jun 11, 2021 - Teachers

Continue to familiarize teachers with the Depth of Knowledge (DOK) levels and how to thoroughly analyze student data using multiple data sources.

Aug 24, 2020 to Jun 18, 2021 - AP, ILT

Use the Mastery-Based Assessment Tuning Protocol to determine the quality of common assessments. Teachers will work in grade-level teams to refine assessments aligned with standards and performance indicators.

Aug 24, 2020 to Jun 18, 2021 - AP/ILT/Teacher Teams

Pre-assess students and complete an item analysis of the assessment to gather data on student performance.

Sep 08, 2020 to Jun 11, 2021 - Teacher Teams

Use assessment data for flexible grouping and differentiated instruction.

Sep 08, 2020 to Jun 18, 2021 - Teacher Teams

After administering summative assessment, teachers will use the Student Work Protocol every 4 weeks to reflect on instruction and student performance to determine next steps.

Sep 08, 2020 to Jun 18, 2021 - Teacher Teams

Strategy 4

Fund a part-time counselor and a disciplinarian/dean to meet the social-emotional needs of students.

Jul 01, 2020 to Jun 18, 2021 - Principal

Continue to schedule weekly BHT meetings with Administration, Counselors, Dean, Social Worker, Case Manager and School Psychologist.

Aug 24, 2020 to Jun 18, 2021 - Case Manager

Continue to provide differentiated supports for teachers and students based on individual need.

Sep 08, 2020 to Jun 18, 2021 - Principal. AP, BHT

Fund a school clerk assistant to provide supports for student attendance and student health needs.

Jul 01, 2020 to Jun 18, 2021 - Principal

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

The school has conducted a root-cause analysis using multiple data sources to identify school-wide strengths and areas of growth. The data has been used to develop Falconer's Theories of Action for each of our priorities, which are: Instruction, Curriculum, Balanced Assessment and Grading, and MTSS.

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

Falconer will create opportunities to provide intentional differentiated, and flexible, small group instruction based on the diverse needs of our student population. Multiple data sources will be continuously analyzed for instructional effectiveness and student progress.

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.

Falconer will create opportunities to provide intentional differentiated, and flexible, small group instruction based on the diverse needs of our student population. Small group instruction will allow teachers to provide targeted instruction for students at their instructional level and closely assess student progress.

The Math Interventionist will support the top and bottom 20% of students in grades 3rd - 6th grades by providing math intervention and enrichment instruction at least twice a week. The Math interventionist will also coach teachers on math differentiation and resource utilization to increase the utilization of instructional best practices in mathematics.

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).

Falconer will create opportunities to provide intentional differentiated, and flexible, small group instruction based on the diverse needs of our student population. Small group instruction will allow teachers to provide targeted instruction for students at their instructional level and closely assess student

progress.

The Behavioral Health Team supports students based on individual need and provides academic and social-emotional supports for students as needed.

The Math Interventionist will support the top and bottom 20% of students in grades 3rd - 6th grades by providing math intervention and enrichment instruction at least twice a week. The Math interventionist will also coach teachers on math differentiation and resource utilization to increase the utilization of instructional best practices in mathematics.

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

The most effective strategy Falconer uses to attract and retain high-quality, highly qualified teachers is to create a supportive culture for our school community. Falconer seeks highly qualified personnel to fill vacancies. We provide novice teachers with mentoring by pairing them up with a veteran teacher to support them in anything they need. Falconer provides additional supports for all teachers on as needed basis, i.e. coaching, SEL supports, and professional development. A strong academic reputation and a caring environment are the reasons teachers choose to be at Falconer.

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 faculty and staff at Falconer Elementary School are dedicated to enhancing their own professional skills through continuous and life-long learning. Professional Learning is an integral part of the educational process. Therefore, Professional Learning Communities have been established and are promoted at Falconer Elementary School. Falconer also offers professional development for teachers based on individual need. Our school-wide focus continues to be intentional differentiated small group instruction, providing supports to individual teachers and grade levels as needed. We provide professional development for our paraprofessionals through different trainings our network offers. Administration participates in professional development provided by Network 3, the Chicago Principals & Administrators Association, and the Illinois Principals Association. Falconer has partnered with Frida Kahlo Community Organization to provide parent education on relevant topics to support their child's education.

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

Falconer uses a variety of strategies to increase parent involvement, i.e. Pre-K Orientation, Meet and Greet prior to the first day of school, personal phone calls and letters, Awards night, Open House early in the school year, Blackboard Connect, Social Media and our school's website. Parents wishing to volunteer must complete the volunteer application sent forth by CPS, and in doing so complete a background check and TB test. We ask parents to arrange a day and time with the teacher that will work for everyone involved. Falconer is frequently asking parents to help out on field trips, in the classrooms, and during school activities such as Picture Day, Santa?s Workshop, Book Fair and Children?s Day.

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.

Falconer's preschool students attend school at the elementary school which helps with the transition into Kindergarten. We will have our Preschool and Kindergarten classrooms participate in joint activities throughout the school year to help ease the transition and supporting students in feeling more comfortable when moving on to Kindergarten. Pre-school students and parents are invited to visit the

school to become familiar with the surroundings and procedures of the school day. Administration conduct school ?tours? upon request.Teachers are available to answer questions and address concerns. A Meet and Greet and Open house are held early in the school year to assist with transition.

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.

In grade level teams, teachers create a quarterly scope and sequence plan aligned to the state standards and utilize backwards planning in creating standards-aligned common grade-level assessments. Grade level teams will analyze multiple data sources continuously for instructional effectiveness and student progress.

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.

Falconer will create opportunities to provide intentional differentiated, and flexible, small group instruction based on the diverse needs of our student population. Small group instruction will allow teachers to provide targeted instruction for students at their instructional level and closely assess student progress. During instructional planning, teachers will design authentic intellectual tasks to allow students the opportunity to think about their own thinking and engage students in productive talk.

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.

Falconer's collaboration with programs: vision screening, hearing screening, dental screenings, PBIS, ELL Title III, Healthy CPS

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents are encouraged to attend and participate in monthly PAC meetings. These monthly meetings allow parents to discuss and learn about local and CPS policies, school activities, opportunities for parent involvement, student assessment and approval of school funds.

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

Our Title I Annual Meeting will be held in September 2020, in Falconer's auditorium at 8:15 a.m. Also, our Title I PAC Organizational Meeting will be held in late September 2020 in Falconer's auditorium at 9:15 a.m.

Notices of all Title I meetings are sent home in English and Spanish. The dates and times of these meetings are also advertised in our monthly school newsletter . The mandated Annual Title I meeting will be held the month of September, as well as our Organizational meeting. Monthly Title I meeting dates and times will be decided by the committee.

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.

Monthly Title I PAC meetings are held the third Thursday of each month. Parents are given a calendar of the meetings at the Annual Title I meeting and are reminded of each meeting in the monthly newsletter.

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 given a report of their child?s performance on state assessments when the information is made available to the school.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

If students are assigned to a teacher who is considered ?not highly qualified? according to ESSA, the parents will be notified when the information is made available to the school.

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.

Understanding state and local assessments and successful parent teacher conferences are both topics that will be covered in the monthly Title I PAC meetings. Parents are also encouraged to meet with teachers to discuss student progress and expectations, and to attend our trainings on the Aspen Parent Portal so they can monitor their child?s progress from home.

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.

Falconer offers a Parent ESL/Technology class during the school year. The monthly Title I PAC meetings also cover various topics relating to academics and parent involvement

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Teachers and staff are encouraged to recruit parents as classroom and school volunteers. School personnel are also readily available to meet with parents regarding any school related issues.

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.

Teachers in the Pre-K program encourage all parents to participate in the educational process by volunteering to help out in their classrooms. All Level 1 volunteers must go through the CPS Volunteer process and must be approved prior to volunteering in classrooms.

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 notices/newsletters are sent home in English and Spanish.

Policy Implementation Activities

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

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

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

[X] **\<p\>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.\</p\>**
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)   n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)   We are committed to creating a nurturing environment that will enable students to succeed academically. All stakeholders share the responsibility to engage students in instruction that is aligned with the best educational practices. We will prepare students to live, learn, and work in a world shaped by 21st century technologies. Our students will become accountable to self, school, and society.   The vision of Falconer is to empower all students to attain their full potential. We strive to create a learning environment that engages students and supports their diverse learning needs. Through our comprehensive curriculum and focus on technology integration we aim to be a 21st century school. All students, their families, the school, and the community share a vision of respect, responsibility, and results.
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.   Falconer has two scheduled parent-teacher conferences which take place at the conclusion of the first and third quarters. Parent-teacher conferences are   also held throughout the year if individual parents or teachers feel one is necessary.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.   Parents are given progress reports every 5th, 15th, 25th and 35th week. The parents then receive report cards after the 10th, 20th, 30th and 40th weeks. Students at risk of failing their current grade have failure notices sent via certified mail to their parents at the conclusion of the 20th week. Parents are also given the opportunity to attend trainings for the Aspen Parent Portal, which allows them to see their child?s grades online at anytime from any computer.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.   Staff members are available to meet with parents Monday through Friday by appointment. Parents may call the office, send an email, or send a letter requesting a conference. The staff at Falconer will make sure arrangements are made to accommodate any parent requesting a conference.

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.

Teachers are encouraged to recruit parent volunteers for the school and their classrooms. Parents wishing to volunteer must complete the volunteer application sent forth by CPS, and in doing so complete a background check and TB test. Falconer is frequently asking parents to help out on field trips, in the classrooms, and during school activities such as Picture Day, Santa?s Workshop, Book Fair and Children?s Day.

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

Parents are given every opportunity to support their child?s learning. Falconer offers Aspen Parent Portal training so parents can monitor their child?s grades and attendance. Students also are given a school agenda for parents to check and see what assignments their child may have for homework. Parents are asked to provide a quiet space for their child to work without the distractions of television or video games. Parents are encouraged to schedule conferences with teachers if they have any questions regarding their child's progress.

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 have the opportunity to discuss educational related issues and decisions by attending monthly LSC, Title I PAC and BAC meetings. Parents are also encouraged to collaborate with staff members on matters concerning their child?s education.

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 will assure academic achievement by striving to make every day successful. Falconer students understand the importance of coming to school each day, on time and prepared to learn. Students will take responsibility for improved academic achievement by completing all assignments and conferring with their teachers if they need more assistance. Students will keep their parents informed of assignments and activities by having parents review the student agendas every night, and making sure school notices are given to parents. Students will treat their peers and school personnel with respect, and follow all classroom and school rules and procedures.

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.

In cooperation with parents and community, we will prepare all students for college and life by providing a rigorous curriculum that connects students' lives and their future in a safe, supportive and nurturing environment.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00