

# Franz Peter Schubert Elementary School 2020-2022 plan summary

## Team

| Name               | Role                        | Email                      | Access     |
|--------------------|-----------------------------|----------------------------|------------|
| Anita Hernandez    | Principal                   | auhernandez3@cps.edu       | Has access |
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## Team Meetings

| Date       | Participants | Topic   |
|------------|--------------|---|
| 01/07/2020 | CIWP Team    | Looking at the CIWP Portal and Discussing the Process |
| 01/21/2020 | CIWP Team    | Rate Each Category/Provide Evidence/ID priority       |

## 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)
  - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 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
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** NA
- 2 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 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
  - 2 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
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** NA

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 2 Curriculum connects to real world, authentic application of learning
  - 3 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:** NA
- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 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:** NA
- 3 - Balanced Assessment and Grading
  - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 2 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
  - 2 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
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** NA
- 3 - MTSS

- 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 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)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 1 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 1 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)

- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 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:** NA
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 1 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:** NA

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** NA
- 2 - Student Voice, Engagement, and Civic Life
  - 1 Study politics
  - 1 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 1 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 1 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:** NA
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 1 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 1 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 1 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:** NA
- 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
  - 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)
  - **Evidence:** NA

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## School Excellence Framework Priorities

| Score | Framework dimension and category  | Area of focus |
|-------|---|---------------|
| 2     | Depth and Breadth of Student Learning and Quality Teaching: Instruction   | 1             |
| 2     | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement                       | 0             |
| 2     | Quality and Character of School Life: Student Voice, Engagement, and Civic Life                                 | 0             |
| 3     | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading                     | 0             |
| 3     | Depth and Breadth of Student Learning and Quality Teaching: Curriculum  | 2             |
| 3     | Depth and Breadth of Student Learning and Quality Teaching: MTSS  | 3             |
| 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     | Quality and Character of School Life: Physical and Emotional Safety   | 0             |
| 3     | Quality and Character of School Life: Relational Trust  | 0             |
| 3     | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline                         | 0             |
| 4     | Quality and Character of School Life: Family & Community Engagement   | 4             |

## Goals

### Areas of critical need and root cause analysis

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

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

### Vision metrics

| <b>Metrics (select 3-5)</b>   | <b>Student groups (1-2 for each metric)</b> | <b>SY19 data actual (provided by CPS)</b> | <b>2020-2021 goal</b> | <b>2021-2022 goal</b> |
|---|---|---|-----------------------|-----------------------|
| Vision: NWEA Growth G3-8 (Math)<br><br>EL's are a large portion of the school's population that are growing at a low rate.    | EL  |   | 32.60                 | 37.60                 |
|   | Students with IEPs                          |   |                       |                       |
| Vision: NWEA Growth G3-8 (Reading)<br><br>EL's are a large portion of the school's population that are growing at a low rate. | EL  |   | 35.00                 | 40.00                 |
|   | Students with IEPs                          |   |                       |                       |
| Vision: Attendance Rate<br><br>Schubert scholars lacking SEL skills.  | Overall                                     |   | 95.50                 | 96.00                 |
|   |   |   |                       |                       |
| (Blank)   |   |   |                       |                       |
| (Blank)   |   |   |                       |                       |

**Required metrics (Elementary) (0% complete)**

|   | <b>2018-2019 Actual</b> | <b>2019-2020 Actual</b> | <b>2019-2020 Goal</b> | <b>2020-2021 Goal</b> | <b>2021-2022 Goal</b> |
|---|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| <b>My Voice, My School 5 Essentials Survey</b><br>(Blank) |                         |                         |                       |                       |                       |

**Custom metrics (0% complete)**

| <b>2018-2019 Actual</b> | <b>2019-2020 Actual</b> | <b>2019-2020 Goal</b> | <b>2020-2021 Goal</b> | <b>2021-2022 Goal</b> |
|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
|                         |                         |                       |                       |                       |

**Strategies**

**Strategy 1**



|                    |  |
|--------------------|--|
| If we do...        | If we hold monthly bilingual department meetings and provide PD specific to EL instruction   |
| Then we see...     | Then we'll see best practices in EL instruction that is consistent throughout grade levels   |
| which leads to...  | which will lead to an 8% yearly growth of ELs that are DL students   |
| Budget Description | NA   |
| Tags               | Assessment: Fair, Accurate and Consistent Grading Systems, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Instructional Quality, OLCE  |
| Action steps       | <ul style="list-style-type: none"> <li>• (Completed) Discuss resources (what we have/what we need) and develop a meeting schedule (one PD per quarter)<br/><br/>Tags:Equity: Resource Equity, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE</li> <li>• (On-Track) Get baseline levels of all students in English and Spanish and Deliver Q1 PD (covering the percentage of language instruction, use of ACCESS data, protocol for newcomers.)<br/><br/>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy</li> <li>• (On-Track) Deliver quarterly PD and utilize our parent mentors to help support our program<br/><br/>Tags:FACE2: Parent Engagement</li> <li>• (Postponed) Survey teachers regarding instruction for ELs and DLs to help plan the following quarters and ensure that Spanish assessment kits are available for all classrooms.<br/><br/>Tags:Balanced Assessment and Grading, Assessment: Improving Assessment Literacy</li> <li>• (On-Track) Discuss resources (what we have/what we need) - classroom library, formal and informal assessments, instructional materials<br/><br/>Tags:Equity: Resource Equity, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</li> </ul> |

**Strategy 2**

|                    |  |
|--------------------|--|
| If we do...        | If we get a new math curriculum, provide professional development to support the new curriculum, utilize peer coaching, teacher led GLTs, and peer support to supplement gaps, including assessments, in the curriculum  |
| Then we see...     | Then we'll see teachers gain confidence in their ability to meet the needs of students through implementation small group instruction and strong tier one instruction with differentiation   |
| which leads to...  | which will lead to growth of at least 8% per year for DL students that are ELs allowing us to meet our 5 year vision ?What?s Possible? Goal  |
| Budget Description | Into Math Pilot Purchase   |
| Tags               | Balanced Assessment and Grading, MTSS, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum   |
| Action steps       | <ul style="list-style-type: none"> <li>• (Completed) Introductory Training to new Into Math curriculum followed by the development of the scope and sequence for math in grade levels/bands.<br/>Tags:Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</li> <li>• (On-Track) Develop an action plan for small group instruction to begin week 5: First 5 weeks Focus Prep will be dedicated to planning, routines and management<br/>Tags:Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Postponed) Provide feedback to one another on our small group instruction plans during FP dedicated to small group instruction<br/>Tags:Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>• (Postponed) Provide professional development on building a toolbox of resources for centers. Each grade level will be responsible for building an online toolkit of assigned RIT Skills.<br/>Tags:Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>• (Postponed) NWEA MOY Data dive to assess new EOY focus skills for small group instruction followed by small group collaboration and sharing of activities for skills<br/>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Math: Formative Assessment</li> <li>• (Postponed) Peer observations to provide feedback on small group instruction<br/>Tags:Teacher Leader Development &amp; Innovation: Distributed Leadership</li> </ul> |

### Strategy 3

|                    |  |
|--------------------|--|
| If we do...        | If we provide SEL professional development and tools for staff and families that will include LOGGER data  |
| Then we see...     | then we'll see students practicing the skills taught, in and out of school, classroom and specials teachers using second step with fidelity and embedding skills throughout day, families engaging and utilizing SEL tools to have a clearer understanding of the restorative practice process   |
| which leads to...  | which will lead to an increase in student-driven SEL skills and a 10% increase of restorative practices assigned in Aspen and a 10% decrease in serious misconduct.  |
| Budget Description | Purchase of 2nd Step Resources. Dean of Culture Position   |
| Tags               | FACE2: Parent Engagement, OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions   |
| Action steps       | <ul style="list-style-type: none"> <li>• (Behind) Plan and schedule PBIS meetings for the year that include parent and staff PD<br/><br/>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions</li> <li>• (Completed) Purchase 2nd Step Child Protection Units and order School-Wide Posters and posters for Specialists<br/><br/>Tags:OSEL: SEL Instruction</li> <li>• (Not started) Book Umoja PD and schedule for SW &amp; Counselor for 2nd Step Co-teaching in Pre-K-5th and with PE teachers for Child Protection Unit<br/><br/>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</li> <li>• (Not started) Restorative Practices PD for staff<br/><br/>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> <li>• (On-Track) Train all Schubert teams on 2nd Step (online-training) - including parent coaches and cafeteria staff.<br/><br/>Tags:CBE: SEL Integration, OSEL: SEL Instruction</li> <li>• (Postponed) Launch CICO and host an SEL Parent Event<br/><br/>Tags:OSEL: Tier 2 and 3 Interventions</li> </ul> |

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• (Not started) ILT Monitoring of CIWP SEL goal</li></ul> |
|--|---|

Tags:Teacher Leader Development & Innovation: Distributed Leadership

## Action Plan

### Strategy 1

Completed Nov 05, 2020

Discuss resources (what we have/what we need) and develop a meeting schedule (one PD per quarter)

Jul 01, 2020 to Aug 31, 2020 - ELPT, Bilingual Program Coordinator

On-Track Nov 05, 2020

Get baseline levels of all students in English and Spanish and Deliver Q1 PD (covering the percentage of language instruction, use of ACCESS data, protocol for newcomers.)

Aug 08, 2020 to Nov 05, 2020 - ELPT, Bilingual Program Coordinator

On-Track Nov 05, 2020

Deliver quarterly PD and utilize our parent mentors to help support our program

Sep 08, 2020 to Jun 22, 2021 - ELPT, Bilingual Program Coordinator

Postponed Nov 05, 2020

Survey teachers regarding instruction for ELs and DLs to help plan the following quarters and ensure that Spanish assessment kits are available for all classrooms.

Sep 08, 2020 to Nov 05, 2020 - ELPT, Bilingual Program Coordinator

On-Track Nov 05, 2020

Discuss resources (what we have/what we need) - classroom library, formal and informal assessments, instructional materials

Sep 08, 2020 to Jul 22, 2021 - ELPT, Bilingual Program Coordinator, classroom teachers

### Strategy 2

Completed Nov 05, 2020

Introductory Training to new Into Math curriculum followed by the development of the scope and sequence for math in grade levels/bands.

Jul 01, 2020 to Sep 04, 2020 - Principal and Assistant Principal and ILT

On-Track Nov 05, 2020

Develop an action plan for small group instruction to begin week 5: First 5 weeks Focus Prep will be dedicated to planning, routines and management

Sep 08, 2020 to Oct 09, 2020 - ILT and Administration

Postponed Nov 05, 2020

Provide feedback to one another on our small group instruction plans during FP dedicated to small group instruction

Oct 12, 2020 to Nov 06, 2020 - ILT and GLT

Postponed Nov 05, 2020

Provide professional development on building a toolbox of resources for centers. Each grade level will be responsible for building an online toolkit of assigned RIT Skills.

Nov 06, 2020 to Feb 05, 2021 - ILT and GLT

Postponed Nov 05, 2020

NWEA MOY Data dive to assess new EOY focus skills for small group instruction followed by small group collaboration and sharing of activities for skills

Feb 08, 2021 to Apr 16, 2021 - ALL

Postponed Nov 05, 2020

Peer observations to provide feedback on small group instruction

Apr 19, 2021 to Jun 18, 2021 - ILT and GLT

### **Strategy 3**

Behind Nov 05, 2020

Plan and schedule PBIS meetings for the year that include parent and staff PD

Jul 01, 2020 to Sep 04, 2020 - Admin and SEL Team

Completed Nov 05, 2020

Purchase 2nd Step Child Protection Units and order School-Wide Posters and posters for Specialists

Jul 01, 2020 to Sep 04, 2020 - Admin.

Not started Nov 05, 2020

Book Umoja PD and schedule for SW & Counselor for 2nd Step Co-teaching in Pre-K-5th and with PE teachers for Child Protection Unit

Jul 01, 2020 to Sep 04, 2020 - Admin and Counselor

Not started Nov 05, 2020

Restorative Practices PD for staff

Sep 01, 2020 to Jun 24, 2021 - Admin and SEL Team

On-Track Nov 05, 2020

Train all Schubert teams on 2nd Step (online-training) - including parent coaches and cafeteria staff.

Sep 01, 2020 to Nov 06, 2020 - Counselor

Postponed Nov 05, 2020

Launch CICO and host an SEL Parent Event

Nov 09, 2020 to Feb 05, 2021 - Counselor & SEL Team

Not started Nov 05, 2020

ILT Monitoring of CIWP SEL goal

Nov 09, 2020 to Jun 25, 2021 - ILT

## 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.**

SEF Survey  
Data Analysis and presentation with different stakeholders.

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

MTSS Tier Interventions  
Small Group Instruction  
Dual Language  
Personalized Learning  
After School Tutoring

**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.**

SEL-2nd Step Expansion  
Check In Check Out  
LLI interventions  
K-2 Foundations

**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).**

Personalized Learning  
Dual Language  
Small Group Instruction  
Various Ed Tech Products

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

Screening  
Interview  
Reference Check  
Demo Lesson  
Final Interview  
Focus on Dual Language Candidates

**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.**

PD for All Staff  
Timely and job Specific  
Peer Coaching and Peer Observations

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

Fall Block Party  
Parent Mentor Program  
Parent Data Night  
Family Cultural Nights

**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.**

Kick off 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.**

Assessment Panning and Collaboration with teachers and staff.  
Continuous Professional Development with assessment as the topic of study.

**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.**

Collaborative Grading Policy  
Homework Help  
ACES After School Programming  
MTSS Systems and Structures

**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.**

Children's Home and Aid Full Time Social Worker  
Healthy Fruit and Vegetable Program  
School Based Counseling and Social Work  
Check In Check Out

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## ESSA Targeted Assistance Program

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## 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.**

Schubert has an LSC, PAC and BAC. Parent work together with the school. Discussions take place in these meetings about what the parents want and what their students need to be successful. During the organizational meeting, after the election of officers, PAC parents work on the Title I parent involvement plan, on the parent compact and parent budget. At monthly meetings, parents have opportunities to review and voice recommendations for school improvements. The LSC agendas and meetings always include reports on LRE, CIWP, PAC and BAC. The State of the School report is presented each fall.

**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 Annual Title I meeting takes place before October 1. At that meeting the principal reviews the CIWP, Title I Parent Involvement Budget Plan, Parent Involvement Policy, Parent Compact, Parent Fund Budget, PAC Dates and Meeting Evaluation Form. The organizational meeting take place after the principal's annual meeting. Monthly meetings are held on the third Tuesday of every month at 8:00 am. Notices of agendas are send via students to all Schubert parents. Parent meetings are also posted on Schubert's website.

**At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.**

The PAC president, the BAC president and the LSC chairperson work closely with the principal on issue concerning parents. suggestions are taken into consideration and follow-up from these discussions takes place at the next meeting. At each parent meeting parents have opportunities to make suggestions regarding improvements to the education of their children. These are brought to the attention of the principal through the LSC and acted upon as appropriate

**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.**

Parent receive student test scores with explanations attached as soon as the school receives them from state assessments such as PARCC and ACCESS.

**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.**

Right to ask letters are sent out each year in the spring for parents to request information about their child's teacher being "highly qualified". Parents who return the request are asked to come into the school and pick-up the the letter stating teacher qualification. At this time all of Schubert's teachers are highly qualified

**Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.**

Parents are informed of state academic standards and school /student academic achievement through the State of the School presentation in the fall, through Open House held in September, periodic progress reports, and through correspondence sent home. Parents with children who have IEPs are informed annually of their child's IEP goals during IEP meetings. During BAC and PAC parent meetings, topics of how to monitor a child's progress (i.e. using parent portal) and how to work with educators are discussed and presented. Assistant Principal works closely with parent groups as a resource to assist parents in maximizing their child's success.

**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.**

Funds have been provided for literacy training as well as assisting parents on how to navigate parent portal and the school website. Parent workshops address hands on practice in improving literacy for parents and in 'how to' tips to improve their children's academic achievement. Literacy program for parents was created to increase parent literacy in Spanish and English Language learning using dual language books for children with various reading levels.

**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.**

Parent are always welcome to meet with teachers before school, after school and on teacher preparation periods. Teachers communicate in a number of ways: through email, phone calls, notes home, text messaging and through our website. School sends home notices in English and Spanish providing parents with information on involvement opportunities.

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.**

The Pre-K program will have parent involvement days once a month. has daily parent involvement. Parents at that time will participate in family projects which are theme related or educational activity which can be done at home with their child. Parents are invited to special presentations and theme days at the PreSchool.

**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 correspondence sent home with students is in English and Spanish. Additional language translations are provided on as needed (such as Polish, Ukrainian, Arabic, and others). All robo calls are done in English and Spanish. Teachers and staff are available to translate as needed. Report cards and progress reports are provided in English, Spanish or Polish as requested by parents.

### Policy Implementation Activities

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

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

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

**The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.**

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

NA

### 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.)**

Schubert School will provide a caring environment, a standards-based instruction meeting the needs of all , and researched-based instructional practices which meet the needs of all our students. The school community will challenge our students by actively engaging them in learning and by relating the curriculum to real life experiences.

**The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.**

Parent teacher conference are held throughout the year. Open House is held in September. Progress reports are distributed each quarter: as mandated by CPS. Report card pick-up with parent conferences are held twice a year as mandated by CPS on approved calendar for that year. Report cards are distributed for Quarter 2 and Quarter 3 to the students. Parents have the option to request conferences with teachers. Based on guidelines we will hold BAC and PAC on a monthly basis. LSC meetings are monthly. Schubert is exploring additional technology tools to communicate with parents. In addition parents and teachers schedule conferences as needed throughout the year.

**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 receive reports on their child's progress every five weeks. Progress reports are distributed each quarter. Report card pick-up with parent conferences are held twice a year, Quarter 1 and Quasrter 3. Parents have the option to request conferences with teachers on all progress reports and report cards. In addition parents and teachers schedule conferences as needed throughout the year. Parents can check daily on their child's progress through parent portal. Through parent portal parents have the opportunity to connect with their teacher either by phone, email or in person.

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

Schubert maintains an open door policy. Administrators are readily available to meet with parents. Accommodations are made when parents come to meet with teachers.

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

Parents are recruited and volunteer to go on fieldtrips. In addition Schubert is exploring ways to provide additional opportunities for parents to volunteer and become more involved in Schubert.

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

Parents help support the children's learning by monitoring attendance, attending parent conferences and checking homework completion.

**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 will be surveyed annually about the school. Parents also have parent representatives on the Local School Council. Parents are encouraged to contact administration to express any concerns or suggestions. Monthly newsletters will be sent home to parents. We will be hosting Welcome coffees for the parents of the incoming Kindergarten students and another one for the parents of the new students to Schubert.

**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 set goals for themselves under the direction of the classroom teachers.

## 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.**

Funds have been provided for literacy training as well as assisting parents on how to navigate parent portal and the school website. Parent workshops address hands on practice in improving literacy for parents and in 'how to' tips to improve their children's academic achievement. Literacy program for parents was created to increase parent literacy in Spanish and English Language learning using dual language books for children with various reading levels

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

**Account(s)**

**Description**

**Allocation**

|                         |  |               |
|-------------------------|--|---------------|
| <b>51130,<br/>52130</b> | <b>Teacher Presenter/ESP Extended Day</b><br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | <b>\$0.00</b> |
|-------------------------|--|---------------|

|              |  |           |
|--------------|--|-----------|
| <b>53405</b> | <b>Supplies</b><br>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.  | \$1000.00 |
| <b>53205</b> | <b>Refreshments</b><br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.  | \$0.00    |
| <b>54125</b> | <b>Consultants</b><br>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 |
| <b>54505</b> | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only.   | \$0.00    |
| <b>54205</b> | <b>Travel</b><br>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.  | \$2156.00 |
| <b>54565</b> | <b>Reimbursements</b><br>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    |
| <b>53510</b> | <b>Postage</b><br>Must be used for parent and family engagement programs only.   | \$0.00    |
| <b>53306</b> | <b>Software</b><br>Must be educational and for parent use only.  | \$0.00    |
| <b>55005</b> | <b>Furniture and Equipment</b><br>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    |