

Spencer Technology Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Frances Thibodeaux-Fox	Principal	fmthibodeaux@cps.edu	Has access
Bridget Harris	Assistant Principal	BYHarris@cps.edu	Has access
Shuntah Armstrong	Dean of Students	ssarmstrong2@cps.edu	No Access
Deborah Bradley	6th Grade Math Instructor	dlbradley@cps.edu	No Access
Cynthia . Peterson	LSC Co-Chairman	cmpeterson2@cps.edu	No Access
Bonny McCoyne	Classroom Teacher	bmccoyne@cps.edu	No Access
Torrie Labarbera	Classroom Teacher	tlabarbera@cps.edu	No Access
Yolanda Benson-Larry	Special Education Classroom Assistant	yybenson-larry@cps.edu	No Access
Jala Phillips	Classroom Teacher	jlphillips3@cps.edu	No Access
Finley Venus	Parent	MsVenus42.vf@gmail.com	No Access
Amy Chappell	Primary Teacher	agarcia14@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/22/2020	Teachers and staff	Teachers read each category, discussed, rated each.
02/23/1920	ILT Members - Ms. McCoyne, Ms. Labarbera, Ms. Phillips, Ms. Fox, Ms. Harris	Reviewed the SEF survey to discuss last year's action items
01/29/2020	Teachers and staff	
01/30/2020	CIWP Committee	

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

- 2 - 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)
 - 2 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** The ILT attended a conference, created a mission, vision statements and shared with entire staff. Several primary teachers attended Jan Richardson PD (Balanced Literacy). Some teachers attended Wilson Foundations training and two teachers are working towards becoming certified Level 1 trainers. Teachers are working on peer to peer observations, observing one another and providing feedback. Teachers have attended P2 training through the network. Network coaches are supporting teachers around coaching and mentoring support. One teacher is doing literacy fellows and being video taped. Two instructional coaches were hired to support instruction K-8.
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 1 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 1 Align the budget to the CIWP priorities and the mission of the school
 - 1 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)
- 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** The CIWP was created by a select number of staff members. Many stated they were unaware of what was within the plan and how it aligned with the budget. Instructional learning rounds that offer feedback on what is working and what is not working. Teachers engage in the discussion of student artifacts to identify students' strengths, areas for growth and misconceptions. Teachers meet weekly to discuss classroom instruction, student behaviors and next steps. The school's master schedule needed revisions to improve rotations. Administration continues to review and revise school budget to fit the needs of the priorities of the school. Many classroom environments have been improved with flooring and paint. Classrooms are being remodeled to make more conducive for students and teachers (promethean boards, dry erase boards).

Depth and Breadth of Student Learning and Quality Teaching

- 2 - 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
 - 1 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:** Teachers are using Envision Math (K-3). Other grades are using Go Math curriculum. Primary grades are engaged in Balanced Literacy and Guided Reading. Intermediate and upper grades are using Pearson reading materials and Go Math materials. Scholastic science materials, Teachers Pay Teachers, Network Pacing guides were created for teachers to incorporate in their lesson plans/units of study. Differentiated supports include guided reading and IXL. Second Step, Calm Classroom. Counselor modeled lesson around accountability. Counselor checked in with students, offered support around listening skills. Social Worker is pulling small groups to work on specific goals for students. In the process of getting the additional materials needed for Wilsons.
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- 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:** Peer to peer observations, mentoring, P2 Primary instructional support. Focus areas around instruction, small group support for differentiation support, student conferencing, teacher feedback on assignments. More support around questioning and discussion with students. After instructional round #1, a problem of practice has been identified around questioning/discussion. Teachers will engage in PD that will provide activities that will engage students in new learning around engaging in varied levels of question and discussion. This practice will take place in the classroom, teachers will engage in safe practice and peer to peer observations will promote discussion among colleagues.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 2 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
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Teacher-created weekly assessments, evaluating standardized test data, progress monitoring is done using DIBELS/TRC. Teachers and staff will be engaging in OTUS training to help create formative assessments, teachers use protocols to dive into data towards planning differentiated instruction. Administration is going to review the quarterly assessments created by teachers to review with staff for implementation.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
 - 2 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- 2 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)
- 2 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)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 1 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)
- 2 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)
- 2 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)
- 2 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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)
- 2 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:** Administration has included the role of MTSS Lead within their budget for guidance to teachers around tiered instruction (behavioral and academic). Clinicians collaboratively work together to assist teachers with providing SEL supports within their classrooms for students within all tiers. Targeted groups of students receive support from outside partnerships. Dean of students and counselor received Calm Classroom training. Counselor provides support to teachers around the implementation of Calm Classroom or Mindfulness. Students engage in morning meetings. BAM is offered to boys in grades 6th-8th grades. Pretty Brown Girls will be offered to a select group of students. Sensory resources are needed in regards to training, materials and possibly a sensory room. Student resource around social emotional learning is needed (Student Cafe).
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Counselor works with 8th grade students to become familiar with the transition into high school by hosting high school visits, and working with students to complete GoCPS. Counselor will expose 7th-8th grade students development of life skills, completing Naviance, discussion around post secondary goals.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** All staff has worked on a daily basis towards teaching students responsible behavior. Students engage in restorative conversations with staff members. Some staff members signed up to become mentors for students in order to model the right way and mentor students. Teacher engage in team building activities in order to get to know one another.
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics

- 2 Become informed voters and participants in the electoral process
- 3 Engage in discussions about current and controversial issues
- 2 Explore their identities and beliefs (REQUIRED: OSEL)
- 2 Exercise student voice (REQUIRED: OSEL)
- 3 Authentically interact with community and civic leaders
- 2 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 2 Experience a schoolwide civics culture
- **Evidence:** Some students engage in morning meetings in their classrooms. School offers before/after school programming. Students work within small groups in class. The counselor and social worker worked together in order to create a student council. The students will engage in field trips to engage in service activities such as Feed My Starving Children. The Advisory team for the school grant collaborates with the other stakeholders towards ensuring that programming is supportive of students' needs.
- 3 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Teachers and staff received trauma responsive training through the TREP program. The SEL specialist for the network partners with school to bring in social-emotional supports for students at different tiers. The Culture & Climate team was established to address various social-emotional needs of the school. Behavioral health and discipline teams offered tiered supports for the needs of different students.
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Some staff members are engaged in a book study around Conscious Discipline. The discipline team has created a tiered discipline system which identifies clear expectations for students. The MTSS Lead will use the root cause analysis to identify the main cause for various acts.
- 2 - Family & Community Engagement
 - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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).
 - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 2 Partner equitably with parents speaking languages other than English
- 2 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:** Administration arranged an 8th grade parent meeting in order to ensure what is happening at Spencer. Parent workshops are introduced. Parent newsletter was established; monthly issues. Parent mentor program. MTSS Lead will train parent mentors to use intervention strategies with students. Parents participate in annual conference. Parents sign up as volunteers in the school for field trips.

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Relational Trust	0

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.

Area of Critical Need 1	On-track for students in grades 3rd-8th
Root Cause 1	Lack of tiered instruction for Tiers of students
Area of Critical Need 1	Attainment percentile for grade 2
Root Cause 2	Lack of progress monitoring around effectiveness of instruction
Area of Critical Need 3	Literacy growth among primary students
Root Cause 3	Lack of interventions implemented

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 (Reading) Spencer's Fall 2020 Metric Actual is 37.92%. Fall 2020 1 Year Equity Step Goal is 64.96%. Through an increased focus on the quality of Tier 1 instruction and Guided Reading/Small group instruction within the literacy block, we can expect that the 65.13% in two years is attainable. This goal was selected to show incremental growth in alignment with the school's Vision Year 1-2 goals.	African American Female		64.96	65.13
	African American Male		64.96	65.13

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>Spencer's Fall 2020 Metric Actual is 35.2%. Fall 2020 1 Year Equity Step Goal is 77.73%. Through an increased focus on high-quality math instruction Tier 1 and the N3 pacing guides, we can expect that the 77.81% in two years is attainable. This goal was selected to show incremental growth in alignment with the school's Vision Year 1-2 goals.</p>	African American Female		77.73	77.81
	African American Male		77.73	77.81
<p>Vision: NWEA Attainment G2 (Reading)</p> <p>Spencer's 2nd grade reading attainment is currently 20.5%. Through an increased focus on Tier 1 instruction and guided reading/small group instruction, with sustained growth, the percentage can increase to 38.6%, after year 1, resulting in 39.86% in two years. This goal was selected to show incremental growth in alignment with the Vision goal after year 2.</p>	African American Female		38.60	39.86
	African American Male		38.60	39.86
<p>Vision: NWEA Attainment G2 (Math)</p> <p>Spencer's 2nd grade math attainment is currently 20.5%. Through an increased focus on Tier 1 instruction and adherence to the N3 pacing guides, with sustained growth, the percentage can increase to 64.96%, after year 1, resulting in 65.13% in two years. This goal was selected to show incremental growth in alignment with the Vision goal after year 2.</p>	African American Female		64.96	65.13
	African American Male		64.96	65.13
<p>Vision: Attendance Rate</p> <p>We are looking to increase our student attendance rate in alignment with the School Quality Rating Policy.</p>	African American		93.82	94.26
	Students with IEPs		93.82	94.26

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey					

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
With the focus on increasing the quality of Tier 1 instruction, building structures for MTSS and working on creating balanced assessments and grading, we believe the MSMV will improve.					

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...	create systems and structures to inform a strong MTSS process that includes clear and consistent guidelines for referrals, research-based interventions, and student progress monitoring,
Then we see...	teachers actively participating in a system of referring students based on their needs, planning instruction to include tiered supports, and engaging in cycles of data inquiry to support student progress monitoring of interventions based on the MTSS process
which leads to...	an overall 10% increase in NWEA student growth in grades 3-8 for both Math and Reading
Budget Description	Create an MTSS position within the budget to support coaching needs, planning, small group instruction and analysis.
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (On-Track) MTSS Coordinator will provide coaching support to teachers around identifying tiered supports for students. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) MTSS team will collaborate to ensure multiple data sources are being implemented to determine local tiering criteria for Tier 1,2, 3 interventions for students, both academic and social/emotional. <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring</p>

	<ul style="list-style-type: none"> (Not started) Teachers will engage in a deep dive data analysis every 5 weeks, reviewing the on-track data, also engaging in a data triangulation to determine if the on-track data demonstrates an upward trend in student growth. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System</p> <ul style="list-style-type: none"> (Not started) Administration will collaboratively work with teachers, to ensure data informed lesson plans are being created, sharing student artifacts, both used to identify how misconceptions are addressed, and how students are provided ownership in their learning. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) Teachers will utilize data consistently in order to form their instructional groups to ensure they are effective and intentional. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p>
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Strategy 2

If we do...	provide professional learning on standards based instruction, how to converge standards to support student learning, and choose tasks/texts aligned with the standards
Then we see...	then we will see teachers providing lesson plans that are standards-aligned and providing students opportunities to engage in aligned tasks and texts to promote standards based instruction
which leads to...	a positive percentage growth of 10% in math and reading NWEA RIT scores.
Budget Description	Professional Development from consultants, professional resource materials
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (On-Track) Determine a leadership team and create and implement a PD plan for teachers and staff <p>Tags:Instruction</p> <ul style="list-style-type: none"> (On-Track) Professional development will be embedded into weekly grade level meetings, institute days, to provide teachers with research/strategy to inform or improve instruction. <p>Tags:Instruction, MTSS: Curriculum & Instruction</p>

	<ul style="list-style-type: none"> • (Not started) Create and implement a research-based toolkit for differentiated planning, instruction, assessment, along with effective management strategies to assist with implementation. <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (Not started) Teachers will identify a check for understanding within each lesson to determine if students mastered the objective. <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (Not started) All teachers will complete a professional growth plan. The purpose of the plan will be to provide differentiated support for the individual needs of the teachers, in order to promote effective instruction and improve student achievement. <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (On-Track) All teachers will engage in professional development around standards alignment that allows teachers to have a clear understanding of which standards work together when planning, teaching and assessing students' learning. <p>Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth</p>
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Strategy 3

If we do...	develop rigorous, standards based formative and summative assessments and standardized grading practices across the school
Then we see...	collaboration among teachers to create formative and summative assessments and the use of those assessments to monitor student progress and inform instruction
which leads to...	positive percentage of 10% growth in math and reading NWEA RIT scores
Budget Description	Professional readings (subscriptions), professional development.
Tags	Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> • (Not started) Teachers establish a grading policy for the assignment of scoring to ensure consistency and fairness, and standards-based alignment. <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> • (On-Track) Communicate grading policy to students and families in Back to School newsletter, Open House, and quarterly during distribution of progress reports and

	<p>report cards. On track data will be used as the data metric for students in grades 3rd-8th. Goal is to have 50% of students on track in grades and attendance by SY 20-21</p> <p>Tags:Family & Community Engagement</p> <ul style="list-style-type: none"> • (On-Track) Implement collaborative planning, instruction, and assessment <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> • (Not started) Teachers use multiple measures of formative and summative assessments to provide a more comprehensive picture of student learning. <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> • (Not started) Teachers meet to calibrate on scoring and grading of mid-year and end of year assessments. <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> • (Not started) Teachers will be provided training around how to create formative and summative assessments that are standards-aligned. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Improving Assessment Literacy</p>
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Action Plan

Strategy 1

On-Track Nov 20, 2020

MTSS Coordinator will provide coaching support to teachers around identifying tiered supports for students.

Sep 07, 2020 to Jun 25, 2021 - Teachers, MTSS Coordinator

Not started Nov 20, 2020

MTSS team will collaborate to ensure multiple data sources are being implemented to determine local tiering criteria for Tier 1,2, 3 interventions for students, both academic and social/emotional.

Sep 07, 2020 to Jun 25, 2021 - MTSS team, ILT, admin

Teachers will engage in a deep dive data analysis every 5 weeks, reviewing the on-track data, also engaging in a data triangulation to determine if the on-track data demonstrates an upward trend in student growth.

Sep 07, 2020 to Jun 25, 2021 - MTSS, ILT, admin, Teachers

Administration will collaboratively work with teachers, to ensure data informed lesson plans are being created, sharing student artifacts, both used to identify how misconceptions are addressed, and how students are provided ownership in their learning.

Sep 07, 2020 to Jun 25, 2021 - administration, teachers

Not started Nov 20, 2020

Teachers will utilize data consistently in order to form their instructional groups to ensure they are effective and intentional.

Sep 07, 2020 to Jun 25, 2021 - teachers, administration, MTSS

Strategy 2

On-Track Nov 20, 2020

Determine a leadership team and create and implement a PD plan for teachers and staff

Sep 07, 2020 to Jun 25, 2021 - teachers, administration

On-Track Nov 20, 2020

Professional development will be embedded into weekly grade level meetings, institute days, to provide teachers with research/strategy to inform or improve instruction.

Sep 07, 2020 to Jun 25, 2021 - teachers, administration

Not started Nov 20, 2020

Create and implement a research-based toolkit for differentiated planning, instruction, assessment, along with effective management strategies to assist with implementation.

Sep 07, 2020 to Jun 25, 2021 - teachers, administration

Not started Nov 20, 2020

Teachers will identify a check for understanding within each lesson to determine if students mastered the objective.

Sep 07, 2020 to Jun 25, 2021 - teachers, administration

Not started Nov 20, 2020

All teachers will complete a professional growth plan. The purpose of the plan will be to provide differentiated support for the individual needs of the teachers, in order to promote effective instruction and improve student achievement.

Sep 07, 2020 to Jun 25, 2021 - teachers, administration

On-Track Nov 20, 2020

All teachers will engage in professional development around standards alignment that allows teachers to have a clear understanding of which standards work together when planning, teaching and assessing students' learning.

Sep 07, 2020 to Jun 25, 2021 - Teachers, administration, ILT, MTSS

Strategy 3

Not started Nov 20, 2020

Teachers establish a grading policy for the assignment of scoring to ensure consistency and fairness, and standards-based alignment.

Sep 07, 2020 to Jun 25, 2021 - ILT, teachers, administration.

On-Track Nov 20, 2020

Communicate grading policy to students and families in Back to School newsletter, Open House, and quarterly during distribution of progress reports and report cards. On track data will be used as the data metric for students in grades 3rd-8th. Goal is to have 50% of students on track in grades and attendance by SY 20-21

Sep 07, 2020 to Jun 25, 2021 - Teachers, administration

On-Track Nov 20, 2020

Implement collaborative planning, instruction, and assessment

Sep 07, 2020 to Jun 25, 2021 - Teachers, administration

Not started Nov 20, 2020

Teachers use multiple measures of formative and summative assessments to provide a more comprehensive picture of student learning.

Sep 07, 2020 to Jun 25, 2021 - Teachers, students, administration

Not started Nov 20, 2020

Teachers meet to calibrate on scoring and grading of mid-year and end of year assessments.

Sep 07, 2020 to Jun 25, 2021 - Teachers, ILT, administration

Not started Nov 20, 2020

Teachers will be provided training around how to create formative and summative assessments that are standards-aligned.

Sep 07, 2020 to Jun 25, 2021 - Teachers, ILT, administration

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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.

ILT will use diagnostic to examine the needs of the school, along with the most recent SQRP that will identify key components of the school and how each was rated (attendance, on/off track for reading and math). The observations and findings would be scored and/or reviewed and discussed for action planning.

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

Determination will be made to identify students within different academic or social-emotional tiers to ensure they are receiving adequate instruction and/or support. Students who are in need of more enrichment activities will be identified as well.

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.

School-wide strategies will be based on professional resources along with professional development provided by individuals with proven expertise and knowledge within the field of concentration. The strategies will be based on observations along with the survey data provided by the teachers and staff, expressing their needs around professional development.

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).

Students are identified for different tiers of support to include mentoring from a teacher or staff member, various clinicians (social workers, counselor, deans) are assigned to various students to provide different tiers of restorative conversations, small groups with students, counselor provided services such as Naviance to middle school students, along with SEL supports, teachers are provided with training around restorative practices and other social emotional supports that will provide students with the needed support, students will be exposed to extracurricular activities and programs that they may not have experienced outside of school (chess, yoga, therapeutic art).

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

Spencer has partnered with Opportunity Schools to gather assistance with attracting high quality, highly qualified teachers. Spencer has a Mentor/Mentee program to provide new staff with a supportive environment, training and professional development is offered to increase teachers'/staff expertise and knowledge towards increasing the retention rate.

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.

Funds are allocated in the budget to provide teachers and staff with opportunities to attend professional development to enhance their expertise. Teachers and staff are also encourage to seek out their own professional development as well. Leadership opportunities are also available to the teachers as they work to advance their educational practice.

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

A parent liaison position was created to lead the STLS program, provide parents with assistance needed. A parent committee has been established towards creating a parent program at the school that will train parents to work in the classrooms with small groups of students and also attend various workshops to enhance their skill development (CPR, sanitation certification, yoga and Zumba exercise, GED certification, sewing classes, etc.).

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.

Preschool teachers will receive consistent training and assistance from the PK department around instructional practices. PK teachers will meet weekly with Kindergarten teachers to collaborate on instructional practices that are needed as they prepare for elementary grades. They will attend professional development provided.

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.

Teachers will engage in deep data analysis sessions to understand how to analyze and triangulate data towards identifying students' needs and next steps towards action planning around students'

misconceptions. There will be formal data analysis sessions every five weeks of instruction but progress monitoring sessions will happen weekly and bi-weekly to determine next steps for students' academic needs.

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.

An MTSS Coordinator will work with teachers to support them around small group instruction and tiering students to ensure they are receiving the correct instructional supports. The coordinator will also ensure teachers receive any additional professional development needed around instructional supports for students.

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.

Various programs will be scheduled by the parent committee and trainings will be offered monthly at the school for parents.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

This will be accomplished by having a PAC chairperson who will lead and facilitate the parent meetings. After those meetings, the chairperson will meet with administration and the CIWP/ILT team to discuss the outcomes from the meetings held.

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 meeting will be held the first full month of school, the month of September. The PAC chairperson and committee will work together with the parent committee to organize an informational meeting to include the Title 1 Annual Meeting and the Title 1 PAC meeting to inform parents of the funding. There will also be regular monthly meetings to keep the parents informed.

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 school will respond to any such suggestions by taking recommendations back to the school's ILT to discuss and decide on how suggestions could work for the best interest of the students. An action plan would be put into place and information will be shared with the PAC chairperson who would share the information with the PAC committee.

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.

This will be accomplished by sharing such information with parents during parent meetings and also through various reports that will go home to parents (i.e. weekly progress reports, parent newsletters, report card pick up, parent meetings, etc.).

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

When the documentation becomes available, in this instance then the information will be shared with the parents via the reports that are made available by CPS.

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

This will be accomplished through parent meetings. The parents will be invited to workshops that will be facilitated by administration, teacher leaders or network support staff to assist with sharing pertinent information with parents around Title 1, their student's academic standing and the state's academic standards and student achievement requirements.

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.

There will be a parent room that will offer training to parents and resources for their reference. The references and trainings will assist parents with furthering their educational development and also educational supports around how to help support their children, academically and socially-emotionally.

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.

This work will be introduced to teachers and staff through professional development held throughout the school year. Information around procedures will be posted for reference in the teacher/staff handbook, along with the student/parent handbook.

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 parent committee will work to build relationship with Spencer parents to ensure they become engaged in their children's education. Parents will be encouraged to come in and volunteer but also engage in programs the school will provide for their students.

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.

The parent committee will prepare a monthly parent newsletter that will include various information to include educational resources around workshop opportunities that will help them as individuals and also resources that will help them as parents supporting their children.

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.)

The school is currently working on its mission statement. Within the mission statement, it will address the need to provide students with a well rounded educational environment that provides academic support, along with social emotional supports that all students need to be most effective in our global society. The school will work as a collaborative entity that works together to gain the high quality academic foundation needed to support the students by transferring the knowledge through effective teaching and learning.

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.

The parent teacher conferences will take place during the first and third quarters of the academic year. Additional meetings will be held as well on an as needed basis.

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

Teachers will provide progress reports to parents so they are aware of how their students are progressing academically and behaviorally. These reports will be shared either electronically or hard copy, depending on what works best for the parents.

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

School staff will be available for meetings during preparation times, before school begins or after school, depending on the teacher's/staff member's schedule. Appointments can also be made for meetings.

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

A parent program will be created to allow parents to participate at the school. They will go through the CPS required hiring process in order to work at the school. The parents will also participate in training to better support them and their needs, along with the needs of the students within the classroom they will be assigned.

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

Parents will be able to assist with their student's learning through monitoring their attendance and homework completion. The parents will have direct contact with the teachers about their children's academic and social emotional performance.

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 can consult with the school during scheduled meetings, during teachers' preparation periods, before or after school, and during any other times that are appropriate for both the teacher and the parents.

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).

Teachers will conference with students so they know their strengths and areas for growth. Students will be taught to set personal goals for themselves.

Parent Budget (Complete)

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

The PAC Committee will meet and collaboratively decide on how the PAC funds should be allocated to pay for professional learning, any supplies needed along with providing refreshments for some of the events scheduled.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$400.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$409.00
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)	\$2300.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00