

Ella Flagg Young Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Crystal Bell	Principal	cabell@cps.edu	Has access
Michele Sellers	Assistant Principal	mlsellers@cps.edu	Has access
Tahirah Liberty	Teacher	tstewart1@cps.edu	No Access
Janice Wilson	Counselor	jlwilson@cps.edu	Has access
Joanne Anagnost	Teacher	janagnost@cps.edu	Has access
Nikki Gatsios	Teacher	Ngatsios@cps.edu	No Access
Bridget Ahmad	Taecher	abridget@cps.edu	Has access
Jones Tontanesha	Literacy Coach	tljones1@cps.edu	Has access
Bitoy Miller	Teacher	bamiller@cps.edu	No Access
Sykes Marvin	LSC	NLBABA@yahoo.com	Has access
Irwin Latoya	Teacher	llirwin@cps.edu	Has access
Michelle Rooks	Teacher	marooks@cps.edu	No Access
Stacey Christmas	Teacher	sychristmas-jones@cps.edu	Has access
Tenna Davis	Teacher	tldavis@cps.edu	No Access
Latasha Little	Teacher	llittle@cps.edu	Has access
Lee Latisha	Community	latishalee@yahoo.com	No Access
Melinda Banks	LSC	mgbanks@hotmail.com	Has access

Team Meetings

Date	Participants	Topic
01/31/2020	Bell, Seller, Miller, Liberty, Jones, Wilson, Anagnost, Gatsios, Christmas	SEF

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)

- 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 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:**
- 2 - Instruction
 - 3 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
 - 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:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners

- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 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:**
- 4 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 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)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 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)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 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)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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:**
- 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Student Voice, Engagement, and Civic Life

- 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
 - 3 - Physical and Emotional Safety
 - 3 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:**
 - 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
 - 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
 - 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**
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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	2
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	5
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	National School Growth Math Percentile
Root Cause 1	Unable to understand word problems due to a lack of reading skills

Area of Critical Need 2	National School Growth Reading Percentile
Root Cause 2	Unable to discriminate phonics and utilize reading styles: shared, ind
Area of Critical Need 3	National School Attainment Math Percentile
Root Cause 3	Lack of understanding of how to apply and perform mathematical operations
Area of Critical Need 4	National School Attainment Reading Percentile
Root Cause 4	Specific guidance needed from educator in how to decipher reading text.
Area of Critical Need 5	Attendance
Root Cause 5	Lack of parent and community engagement regarding the importance of Early Childhood Education.

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
SQRP: National School Growth Percentile - Math (Grades 3-8) Low Growth Percentile	African American		36.81	63.02
	Overall		36.19	63.02
SQRP: National School Growth Percentile - Reading (Grades 3-8) Low Growth Percentile	Overall		41.81	61.51
	African American		41.44	61.51
SQRP: National School Attainment Percentile - Reading (Grade 2) Low Attainment	African American		37.13	63.68
	FRL Eligible		36.38	63.68
SQRP: National School Attainment Percentile - Math (Grades 3-8) Low Attainment	Overall		30.52	57.38
	FRL Eligible		31.34	63.98
Vision: Attendance Rate Low primary attendance	Overall		93.16	97.08
	FRL Eligible		93.06	97.08

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our goal is to be well-organized				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we implement a well designed k-8 cohesive reading and writing curriculum..
Then we see...	student improvement in academic achievement, confidence,and independent readers and writers,
which leads to...	.an increase in daily writing instruction with increased student scores in reading growth on NWEA EOY by a minimum of 15% for grades 3-8 and decreased percentage of intensive students by 15% in Amplify TRC by EOY for grades K-2
Budget Description	Reading curriculum with professional development supported with digital programs such as, IXL and Achieve 3000 with the need of chromebooks for implementation.
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2- Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will participate in professional development for implementation of the new reading curriculum <p>Tags:Curriculum, Instruction, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> (On-Track) Teachers will continue to participate in vertical planning in GLTs to conduct data analysis to create lessons with objectives that are aligned to CCSS.

	<p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</p> <ul style="list-style-type: none"> • (Not started) Non evaluative observations to provide supports and coaching opportunities <p>Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, CBE: Supports, Interventions, or Extensions</p> <ul style="list-style-type: none"> • (Not started) A Checklist will be implemented to monitor the implementation of the reading curriculum <p>Tags:Leadership for Continuous Improvement, Curriculum, Instruction</p>
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Strategy 2

If we do...	follow structured math blocks and focus on intentional small groups using instructional ladders with standard based instruction?.
Then we see...	see teachers provide equity instruction to students in all three tiers to obtain mastery, meet target goals, and close learning gaps.
which leads to...	to an 20% increase in math overall growth for grades 3-8 by NWEA EOY
Budget Description	Materials (instr. and software), Professional Development Consultants/vendors
Tags	Instruction, MTSS, CBE: SEL Integration, MTSS: Curriculum & Instruction, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Teachers will meet in GLT or content area to access structured math blocks to insure transitions promote minimal loss of instructional time <p>Tags:MTSS, Math: Rigorous Tasks, Math: Equitable Access</p> <ul style="list-style-type: none"> • (Not started) Administrators will ensure that structured math blocks are implemented with fidelity with a weekly check-in <p>Tags:Leadership for Continuous Improvement, Curriculum, Instruction, Math: Curriculum, Math: Equitable Access</p> <ul style="list-style-type: none"> • (Not started) Teachers will review student assessment data to structure small group instruction to plan instructional ladders

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Math: Formative Assessment</p> <ul style="list-style-type: none"> (Not started) Administrators will observe small group instruction to provide actionable feedback <p>Tags:Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) Teachers and paraprofessionals will use resources (i.e, time, Instructional materials and technology) to improve scores in Amplify and NWEA during BOY, MOY and EOY. <p>Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation, Math: Equitable Access</p>
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Strategy 3

If we do...	If Diverse Learners are provided with opportunities for guided reading instruction and targeted skills that are aligned to CCSS as stated in their IEP goals.
Then we see...	Then we will see student improvement in reading, formative and standardized assessments along with grade level instructional readiness.
which leads to...	Which will lead to growth in reading to the 10th percentile at NWEA EOY.
Budget Description	Professional Development Consultants/vendors, ESP position
Tags	ODLSS: Instructional Quality, ODLSS: Procedures and Standards
Action steps	<ul style="list-style-type: none"> (Not started) Diverse Learner teachers will participate in professional develop for implementation of the new reading curriculum <p>Tags:ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) Provide specialized professional development to general education teachers in the use of the IEP to inform their support of students with special needs in the general education classroom. <p>Tags:ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) Provide alternative instructional strategies which specifically targets IEP goals which will improve academic performance on assignments, progress reports and report cards.

	<p>Tags:Instruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, ODLSS: Special Education Administrator</p> <ul style="list-style-type: none"> (Not started) Diverse learner teachers will meet in grade level team meetings with general education teachers to collaborate on guided reading instruction weekly <p>Tags:ODLSS: Instructional Quality</p>
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Strategy 4

If we do...	implement a systematic structure of MTSS that impact classrooms in ways that influence students? social emotional development and academic performance
Then we see...	see teachers' instructional practices that promote student social emotional learning, improved academic engagement, and positive student attitudes of self, others and school
which leads to...	a decrease in student infractions of group 3 or above and improvement of overall attendance to 96% by EOY
Budget Description	SEL Curriculum
Tags	CBE: SEL Integration, Equity: Inclusive Partnerships, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, ODLSS: Behavior Support, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> (Not started) Attendance review team will need to provide more individualized support to students and families along with developing an action plan that outlines interventions that will increase the daily attendance to 96%. Tags:OSEL: Supportive School Environment, OSSE: Attendance & Truancy (Not started) Administrators, Teachers, Paraprofessionals and other stakeholders will create a more welcoming environment to increase students' desire to attend school Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment (On-Track) Develop an attendance team to monitor student attendance with chronic absentism or tardiness Tags:Family & Community Engagement, CBE: Supports, Interventions, or Extensions, FACE2: Local School Council, OLCE, ONS: Continuous Improvement (On-Track) Develop an action plan that outlines interventions that will increase the daily attendance

	Tags:CBE: Supports, Interventions, or Extensions, Equity: Inclusive Partnerships, Equity: Resource Equity, FACE2: Community Partnerships, FACE2: Local School Council
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Action Plan

Strategy 1

Teachers will participate in professional development for implementation of the new reading curriculum

Jul 01, 2020 to Jun 30, 2021 - Teachers Literacy Coach Administration

On-Track Oct 27, 2020

Teachers will continue to participate in vertical planning in GLTs to conduct data analysis to create lessons with objectives that are aligned to CCSS.

Jul 01, 2020 to Jun 30, 2021 - Literacy Coach Administration Teachers

Non evaluative observations to provide supports and coaching opportunities

Jul 01, 2020 to Jun 30, 2021 - Administration

A Checklist will be implemented to monitor the implementation of the reading curriculum

Jul 01, 2020 to Oct 01, 2020 - Administration Literacy Coach

Strategy 2

Teachers will meet in GLT or content area to access structured math blocks to insure transitions promote minimal loss of instructional time

Jul 01, 2020 to Jun 30, 2021 - Teachers Literacy Coach Administration

Administrators will ensure that structured math blocks are implemented with fidelity with a weekly check-in

Jul 01, 2020 to Jun 30, 2021 - Administrators ILT Teachers

Teachers will review student assessment data to structure small group instruction to plan instructional ladders

Jul 01, 2020 to Jun 30, 2021 - Teachers Administrators ILT

Administrators will observe small group instruction to provide actionable feedback

Jul 01, 2020 to Jun 30, 2021 - Administrators Literacy Coach

Teachers and paraprofessionals will use resources (i.e, time, Instructional materials and technology) to improve scores in Amplify and NWEA during BOY, MOY and EOY.

Jul 01, 2020 to Jun 30, 2021 - Teachers Paraprofessionals Admisitrators

Strategy 3

Diverse Learner teachers will participate in professional develop for implementation of the new reading curriculum

Jul 01, 2020 to Jun 30, 2022 - Administration

Provide specialized professional development to general education teachers in the use of the IEP to inform their support of students with special needs in the general education classroom.

Jul 01, 2020 to Jun 30, 2022 - Diverse Learning Teachers Administration Network SEA

Provide alternative instructional strategies which specifically targets IEP goals which will improve academic performance on assignments, progress reports and report cards.

Jul 01, 2020 to Jun 30, 2021 - Network SEA ISL Diverse Learner Teachers

Diverse learner teachers will meet in grade level team meetings with general education teachers to collaborate on guided reading instruction weekly

Jul 01, 2020 to Jun 30, 2021 - Diverse Learning Teachers General Ed Teachers Literacy Coach Administration

Strategy 4

Attendance review team will need to provide more individualized support to students and families along with developing an action plan that outlines interventions that will increase the daily attendance to 96%.

Jul 01, 2020 to Jul 30, 2022 - Teachers Paraprofessionals Local School Council Parent Advisory Committee Administration Attendance Clerk

Administrators, Teachers, Paraprofessionals and other stakeholders will create a more welcoming environment to increase students' desire to attend school

Jul 01, 2020 to Jun 30, 2021 - Administration Teachers Paraprofessionals Other Stakeholders

On-Track Oct 13, 2020

Develop an attendance team to monitor student attendance with chronic absentism or tardiness

Jul 01, 2020 to Jun 30, 2021 - Administration Attendance Coordinator Teachers Paraprofessionals

On-Track Oct 13, 2020

Develop an action plan that outlines interventions that will increase the daily attendance

Jul 01, 2020 to Jun 30, 2021 - Administration Teachers Students Attendance Coordinator ILT LSC

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.

In August 2020, Ella Flagg Young School will conduct a comprehensive needs assessment. The needs assessment will consult school stakeholders which include teachers, staff, parents and community. The needs assessment will examine academic data to determine needs of the students.

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

It's important to have effective methods of research-based instructional strategies and practices. The strategies and practices must address the needs of all students.

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.

Instructional strategies and practices to address the needs of all students in the school, specifically the needs of low-achieving students and those at risk of not meeting state achievement standards and NWEA. Strategies include counseling, extended day, mentoring services, college and career awareness.

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).

Young School will implemented programs to serve students at-risk and low-achieving. The interventions will be provided to students in a timely manner. The interventions will evaluated for their effectiveness in helping students mastery of CCSS. These interventions include activities that are inside and outside the regular classroom. There will be differentiated instruction in the regular classroom in each core content subject.

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

Young School will provide a supportive leadership environment which provides leadership opportunities for teachers. There will be a mentoring program for new teachers.

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.

There will be high-quality professional learning provided by Network 3 Instructional Support Leaders and Personalized Learning Specialists.

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

Parent involvement will include E. F. Young "Family Nights" and Literacy Events along with Parent University directed by the Network 3 Face Manager.

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.

Ella Flagg Young School has three pre-kindergarten classrooms. There is a collaboration between pre-Kindergarten, kindergarten and grade 1 teachers. This collaboration will ensure the transition will be appropriate for our early learners.

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 must be varied to make improvements. Teachers will be provided professional learning in order to interpret results. Assessments are an integral part of the instructional process is an essential element in student learning.

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.

Students will be provided assistance in all content areas while focusing on the specifically identified needs. Teachers will identify academically struggling students. Teachers will utilizes many data points to identify students who are experiencing difficulty in mastery. The data will include scores from Amplify, NWEA, classroom assessments, student classwork and student engagement.

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.

Young School will ensure that the use of all federal, state, and local funds will focus on the goals, strategies, and action steps as identified in CIWP. rmore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from State and local sources to support the goals identified in the Schoolwide Plan.

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.

Ella Flagg Young will hold monthly NCLB/ PAC meetings. The information and agenda items will be provided to the school community prior to the meeting. NCLB PAC committee will hold special periodical meetings to discuss and review possible revisions of the NCLB Title I school parent involvement policy. Parents will be provided with on-going NCLB PAC information through monthly parent meetings, LSC Meetings and IEP evaluations. NCLB PAC information will be publicly accessible in the main office, school website, and during Report Card Pick-UP Days.

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

Ella Flagg Young School will have an annual meeting at a convenient time for parents and community. A survey regarding NCLB PAC information will be distributed giving parents an opportunity to have their voice heard.

The school time and location of the meeting will be posted on the school monthly calendar, a NCLB PAC parent/guardian invitational flyer will be provided as well as being posted in the Parent Engagement Center.

The school will also invite parents to the NCLB PAC meetings at a time in which NCLB PAC committee has agreed upon.

This will ensure that all parents will have the opportunity to attend. The Annual NCLB meeting will be held September 2020.

The Organizational NCLB PAC meeting will also be September 2020

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.

Ella Flagg Young parents/guardians will have an opportunity via email, personal hand written note and/or conversation to provide comments, ask questions, make suggestions and voice concerns regarding educational practices at Young School. Parents and guardians will receive information regarding comments, questions, suggestions and concerns. Parents who actively participate will be informed and trained in the appropriate goals necessary for their child to succeed.

Through NCLB PAC and LSC meetings parents/guardians will be able to make better choices about attendance, special needs and instruction at home.

The E. F. Y Parent Engagement Center will be available as a center of communication.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents will receive their child's results on the Illinois Assessment of Readiness (IAR) annually. Parents will also receive school-wide results through the annual State of the School presentation and the Illinois School Report Card. School will provide information to parents that explains each assessment.

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.

Parents of students that are taught by a teacher who is not "highly qualified" will be sent notification via US Postage mail, email and virtual meetings. Parents will have an opportunity to conference with the teacher who is not "highly qualified" with an administrator being present.

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.

Ella Flagg Young will provide a workshop for parents in understanding Common Core State Standards and the state and local academic assessments.

Ella Flagg Young will provide parents with their child's Progress Reports on the 5th, 15th, 25th, and 35th weeks of school in addition to Report Cards provided on the 10th, 20th, 30th, and the last day of the school year. NWEA results will be provided to parents 3 (BOY, MOY, EOY) times per year. Parents of K-2 will be provided assessment data from Amplify.

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.

Ella Flagg Young will provide training workshops in-person and virtually to assist parents in working with their children to improve their child's academic achievement.

Parents will have the opportunity to consult with teachers during the "Open House", "Family Nights", Report Card Pick-Up Days and on scheduled appointments for information regarding academic achievement.

Parents will also have the opportunity to make an appointment to meet with teachers during the teacher's preparation time. Parents may request appointments in person at the office, with a written note, email, text or a phone call. Parents also have the option to consult with teachers through the CPS Parent Portal.

Ella Flagg Young School's Local School Council will provide all community members with monthly updates at their regular meetings. Ella Flagg Young School will provide parents opportunities to participate in parent workshops. Literacy and math training workshop will be offered to parents in the Fall.

Parents will be encouraged to assist with class activities including mentoring, assisting with student projects and participating in field trips.

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.

Ella Flagg Young will recruit parents to volunteer through meetings, activities and workshops to become equal partners with teachers and staff to help build ties that will excel the student's education. Parents may volunteer in several ways: chaperone class field experiences, judge science fair, award ceremonies, join the NCLB PAC and the Bilingual Advisory Committee.

Teachers and Staff will be trained on effective communication with parents in all phases of school operations. On professional development days teachers and staff will be informed of the CPS policy regarding parent involvement. Teachers will make it a priority to communicate with the parents/guardians. Teachers will also ensure that parents are informed of homework, classroom assignments and attendance via text, email, phone call and virtual communication.

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.

Ella Flagg Young will provide monthly training and workshops that can assist parents with participating and understanding the importance of Early Childhood Development Education. The E. F. Young Pre-Kindergarten instructional programs will be addressed by teachers who have expertise and

endorsements in in Early Childhood. Network 3 and Parent University will offer all parents training on how to be effective in giving their child a strong foundation in wanting to learn, and explaining to them the importance of learning. Any instructional materials and supplies will be introduced and provided to parents to assist their children at home. The Literacy Coach will be available to talk with parents on Reading and Writing and Math strategies that will prepare them for the K -8 instruction.

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.

Ella Flagg Young will provide information in writing (English and Spanish), verbally (English and Spanish) and virtually (English and Spanish) regarding school and parent programs/activities. All school calendars, pamphlets, flyers, and telephone correspondence will be made and delivered in a parent-friendly manner, for effective communication. All parent information will be approved by a school administrator before being distributed to parents/guardians.

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)

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 Ella Flagg Young school community is committed to creating a learning environment that cultivates that all students are to be independent readers and writers, creative thinkers and effective decision makers. via an emphasis on literacy, mathematics, science and technology, students will acquire the necessary skills to be productive citizens in a global society. We believe that all students will graduate from Ella Flagg Young School with a deep appreciation of the value of a good education along with being college and career ready. Ella Flagg Young School's Vision and Mission is rooted in our belief that "We are excited about eaching and Learning." This message is shared regularly with students, staff and community through the student and staff handbooks, daily announcements, weekly bulletins, and at all grade level and

committee meetings (LSC, ILT, etc.) There are regularly scheduled LSC, NCLB-PAC, BAC, GLT and ILT meetings to academic achievement.

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.

Ella Flagg Young will provide parents with parent-teacher conferences during report card pick up days (November 2020 and April 2021) and appointment dates convenient for both teacher and parents which will take place before, during (preparation period) after school and/or virtually.

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

Ella Flagg Young will distribute progress reports the 5th week of each quarter. The Report Card data will be distributed quarterly. NWEA results will be provided to parents 3 times per year. The results of the NWEA will indicate the student's mastery of the Common Core State Standards for English Language Arts and Mathematics. Parents will receive an Amplify report for students in Kindergarten through Grade 2 three times a year. Parents of Diverse Learners will meet annually with their child's team of service providers to update the child's Individualized Education Plan (IEP). The school's counselor will be available to meet with parents of 8th grade students, as requested, to enable the high school application and registration processes.

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

Ella Flagg Young will invite parents may request appointments in person at the office, with a written note, email, text or a phone call. Parents also have the option to consult with teachers through the CPS Parent Portal. Ella Flagg Young School's LSC, NCLB-PAC and BAC will provide all community members with monthly updates at their regular meeting to establish partnership with parents.

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.

Ella Flagg Young School will provide parents opportunities to volunteer and participate in their child's classes upon completing a background check. Parents are encouraged to assist with class activities including mentoring, assisting with student projects, participating in field trips and helping to set up classroom displays. NCLB/PAC and Parent University will provide a parent development workshops to assist all parents in creating modern and innovative ways to encourage their children in sharing the responsibility for improved student academic achievement.

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

Parents will support their child's learning by monitoring attendance, sight words (K-2), academic vocabulary and encourage 20 minutes of reading a day. Parents will also monitor Math, Science, homework, provide encouragement for classwork and assessment success. Parents will have the opportunity to use the CPS Parent Portal to receive daily updates about their child's attendance and academic progress. Parents will attend the quarterly awards assemblies. Parents will be provided with training opportunities in the Parent Engagement Center through workshops along with attending Parent University.

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 participate in decisions relating to the education of their children through engagement of the NCLB-PAC, BAC and LSC meetings. Parents are also encouraged to participate in 5 Essentials school survey. Parent will have the opportunity to consult with a member of the administrative team daily. Parental involvement will enhance academic performance and have a positive influence their social emotional development.

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 share in the responsibility of improved academic achievement by having good attendance (95%), class preparation which includes classwork, homework and assessments. Young School students will share the daily responsibility for improved student academic achievement. Students will come to school prepared with supplies and assignments completed, displaying a positive and engaging attitude. Students will access the CPS Student Portal to monitor their own academic and attendance achievement. All students will self-monitor their academic, social, and attendance achievement through feedback provided along with participating in quarterly awards assemblies. Students will have the opportunity to reflect on their own progress by participating in conferences with their 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.

Ella Flagg Young's NCLB-/PAC ultimate goal is to increase parent participation through monthly meetings incorporating different activities, workshops and attending parent development conferences. This will promote growth and unity in our school as well as the community. This will nurture parental involvement and development by providing workshops in line with the school's priority goals.

We will also offer classes with guest speakers to help with academic achievement. The Ella Flagg Young Parent Engagement Center will host a variety of meetings, classes and workshops parents/guardians and the community.

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
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53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$970.00
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.	\$3000.00
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