John J Audubon Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
12/06/2019	Parents, Mr. James, Ms. Barks, Ms. McFarlane	Gathered feedback on current CIWP: what is going well from parent perspective, what are recommended next steps
01/08/2020	ILT, LSC Members	Review the CIWP Timeline with ILT

Date	Participants	Topic
01/10/2020	Parents, Mr. James, Ms. Barks, Ms. McFarlane	Loop back with parents on CIWP Strategies for suggestions beyond current CIWP
01/15/2020	LSC, Community Members	Review CIWP Timeline with LSC, solidify LSC member involvement, provide initial parent feedback collected
01/22/2020	ILT, LSC Members	Gather feedback on current CIWP Strategies, rate SEF categories and prepare for staff-wide session on 1/31
01/31/2020	All Staff	Review CIWP Timeline, Gather school-wide feedback on current CIWP strategies, solicit feedback on areas of need (with the lens of SEF)
02/05/2020	ILT, LSC Members	Review SEF results to launch identification of areas of need
02/07/2020	Parents, Mr. James, Ms. Barks, Ms. McFarlane	Gather from parents feedback on areas of need identified based on SEF.
02/12/2020	LSC, Community Members	Share findings from SEF of areas of need emerging for CIWP development
02/19/2020	ILT, LSC Members	Based on SEF, launch selection of goals and determine best next steps for root cause analysis of areas of need to inform theories of action
03/06/2020	Parents, Mr. James, Ms. Barks, Ms. McFarlane	Gather feedback from parents on prioritizing the goals drafted and collect data to identify root causes
03/11/2020	ILT, LSC Members	Analyze root cause data to determine more precise priority selection within SEF
04/30/2020	ILT, LSC Members	Draft 3-5 Theories of Action based on reflections of current CIWP, SEF, and root cause analysis. ILT members collect staff feedback on this draft for following meeting.
05/14/2020	ILT, LSC Members	Finalize Theories of Action and Action Items, with owners

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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: -ILT plans and prepares professional learning cycles -Increased ESL endorsement over the last few years -Student assemblies for core values, consistent messaging in classrooms and said daily on intercom -Instructional coach to support to teaching and new to Audubon teachers -The 3B's for student behavior teacher developed -Teacher share resources within professional learning and visit one another to observe peers in specific practices -Monthly staff recognition (BAGS awards) for going above and beyond -Listening to feedback from staff at Pancakes with principals
- 4 - Structure for Continuous Improvement
    - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 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)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: -ILT uses different discussion techniques to analyze data -Examined on-track -MTSS team represents a variety of staff members and teachers come to present cases -Monitor the CIWP by examining it regularly and holding ourselves accountable -Model goals for teaching by having small groups of students -Through the instructional coach we get observed with actionable feedback -There is collaboratively hiring process in place with teacher and community input -We are encouraged to attend CPS wide PDs with substitutes provided -Our classroom schedules follow the CPS instructional time block. 5th-8th enrichment schedule that promotes choice and intervention. -When presenting budget to

LSC, CIWP priorities were taken to account as evidenced by instructional coach - LSC is actively involved/invited in hiring process -Security Officers work together to create a welcoming, clear roles -Student work is on bulletin boards throughout the hallways -Mission, Vision on walls

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
    - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
    - o 4 Curriculum connects to real world, authentic application of learning
    - o 4 Curriculum is aligned to expectations of the standards
    - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
    - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
    - o **Evidence**: Unit plans, performance tasks, in-school partnerships, Second Step schedules, Morning Meeting schedules, master schedule, field trip requests and integration in units, Curriculum Team agendas, Curriculum Day agendas
- 3 - Instruction
    - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
    - o 3 Engage students in learning and foster student ownership
    - o 3 Use questioning and discussion as techniques to deepen student understanding
    - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
    - o 3 Provide students frequent, informative feedback
    - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
    - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
    - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
    - o **Evidence**: Unit plans, small group plans, MTSS tracker, Geometry and Algebra course offerings, GLT agendas, Learning Cycle plan (questioning and discussion), Graide Network partnership, CLG partnership
- 3 - Balanced Assessment and Grading
    - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
    - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
    - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
    - o 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

- o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 3 Utilize assessments that measure the development of academic language for English learners
- o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 3 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: Gradebook, Unit Plans, MTSS Tracker, NWEA reports, Whole-staff PD agendas, F&P data, ILT and GLT agendas, Grading policies and best practices
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- o 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)
- o 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)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 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)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: ILT members filled out the SEF survey to rate each subcategory, and we averaged the ratings to inform the final ratings. Additionally, the whole staff discussed areas of success and opportunities for growth within MTSS during PD on 1/31/20. We also reviewed staff resources for MTSS on the shared drive - tracker, menu, SAM Rubric results, and MTSS Team meeting agendas and notes. For subcategory 12, under student learning and quality teaching, we discussed room for implementing culturally relevant curriculum based on peer classroom observations and knowledge of current lesson/unit planning. ILT and the staff (on 1/31/20) discussed an additional need for further engaging families and community partners in the MTSS process.
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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

- o **Evidence**: Provide access to 8th grade algebra/geometry, LBS teachers meet with HS for DLs, HS planning and 1:1 sessions with every 8th grade, HS tours, parent hs info sessions,

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: positive behvaior assemblies, weekly second step/sel, responsive classroom training, peer conferencing, staff community building, staff retreat, montly social hours/breakfast,
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: service learning field trips at every grade level, SVC community, humanities block in 4th-8th, study of current events/scholastic news, plan for school wide election during, letters to politicians, guest speakers, staff training on safe and supportive school, GSA group,
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: 3-5 positively stated behavior expectations and norms, core values, positive behavior assemblies, teachers greet students, classroom vs office managed behaviors, trauma informed training, hallways expectations and behaviors, school wide transition system for arrival and dismissal
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: lower suspension rates, behavior tracker, learning cycles and staff trainings focused on behavior interventions/logical consequences/resoinsive classroom, addition of peer conferencing, clincial team meetings to review data and dicuss cases,
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**: Principal Conversations (monthly), LSC meetings, home visits (home visit tracker), school partnerships, PTO events, Teacher Lead nights (LBS, High-School sessions), FoA events, teacher-parent communication logs and Conference sign-ins

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	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	Attainment percentile of students with IEPs for both math and reading.
Root Cause 1	Specific teaching and progress monitoring on areas of deficit. Lack of resources for research-based interventions in mathematics.
Area of Critical Need 2	Attainment percentile for students who are FRL eligible.
Root Cause 2	Interventions to close opportunity gap implementation with fidelity
Area of Critical Need 3	Growth percentile in mathematics for students with IEPs.
Root Cause 3	Intervention expertise within mathematics for learners that need a variety of ways to access content

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) Our students with IEPs have additional support to show growth,	Students with IEPs		50.00	60.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) A focus on this group will ensure high school options for all groups are available.	FRL Eligible		75.00	80.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) We want to ensure as attainment rises so does growth for all students.	Overall		75.00	80.00
Vision: Attendance Rate Our FRL eligible youth have an average of 2 percentile points attendance below our overall attendance.	FRL Eligible		96.00	96.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) Our students with IEPs receive additional layers of reading intervention.	Students with IEPs		40.00	48.00

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 Goal is for Well Organized.				100.00	100.00

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...	implement consistent and balanced grading practices school-wide
Then we see...	alignment in grading practices between grade teams and across grade levels
which leads to...	clear understanding of a student?s academic performance, specific learning paths for students, and stronger/specific feedback to parents. (Metrics to utilize to measure success include: REACH 1e, 3d, 4b; and grading audits with co-developed criteria by ILT)
Budget Description	To effectively complete this strategy budget allocations include: Instructional Leadership Team stipend, funds set aside to purchase research texts, and potentially funds set aside to invite grading expert to provide professional learning.
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading
Action steps	(Not started) ILT read and research the CTU/CPS Grading Guidelines and resources on balanced and equitable grading practices to create Audubon?s philosophy on grading and update Audubon Grading Practices One-pager. Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading (Not started) Learning Cycle through GLMs dedicated to understanding ASPEN Gradebook procedures and best practices and alignment to Audubon Grading Practices one-pager. Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading (Not started) Special Education team examines grading guidance on students with IEPs and develops an addendum to support school-wide understanding of grading for diverse learners. Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, ODLSS: Instructional Quality (Not started) ILT host a parent education event or tool to help build common understanding and language around Audubon grading practices vs. NWEA scores. Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, FACE2: Parent Engagement

	• (Not started) Instructional Leadership Team conducts quarterly reviews of gradebooks and provide feedback and support. Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading • (Not started) Learning Cycle through GLMs focused on understanding the importance of feedback and formative assessments and how feedback and growth can be actualized in grading practices. Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading • (Not started) With Counselor guidance, students and teachers hold annual goal setting meeting to plan out goals to support student learning and progress within the three domains (and high school if appropriate). Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, OSEL: Supportive School Environment • (Not started) Teachers work together as a grade level team to embed specific number and types of tasks, examine samples of student work and assessments into each unit. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Strategy 2

If we do...	regular professional learning on assessment design and examination of formative assessments
Then we see...	educators design assessments and units for all content areas that match the rigor of the Standards
which leads to...	units that are aligned school-wide, include varied assessments, and increase ongoing feedback to students.
Budget Description	To effectively implement this strategy funding allocation would need to include: funds set aside for substitutes to continue curriculum days for educators minimally two times per year and once per summer; funding set aside to support a literacy partner expert to deliver curricular design professional learning; and funding set aside for science specific curriculum professional learning in the summer through Golden Apple. (Metrics to utilize to measure success include: REACH 1e, 3d, 4b; and the Audubon unit planning feedback tool)
Tags	Curriculum, Balanced Assessment and Grading

Action steps	(Not started) The ILT identifies key resources to support educators in the creation of assessments that vary and match the standards being assessed. Tags:Assessment: Balanced Assessment and Grading (Not started) Engage in professional learning focused on examining stage 2 assessment design within unit planning that emphasizes a variety of assessments and their alignment to the standards. Tags:Assessment: Balanced Assessment and Grading (Not started) Educators complete unit design for grade levels/content areas where units do not exist, this includes K-3 Science and Social Science. Tags:Curriculum (Not started) New educators to unit design receive additional professional learning opportunities to ensure quality design align to Understanding by Design. Tags:Curriculum (Not started) The Curriculum Committee continues unit plan feedback monthly to educators, with an emphasis on assessment. Tags:Curriculum (Not started) During grade level meetings and/or curriculum days educators bring regular, formative assessments, including completed student work, and provide peer feedback to one another on alignment to standards and level of rigor. The level of rigor will be assessed using the known tool of Depths of Knowledge. Tags:Curriculum, Assessment: Balanced Assessment and Grading (Not started) Within unit plans educators will identify the standards each assessment assesses as well as indicate in stage 3 (learning activities) when the assessments are administered. Tags:Curriculum, Assessment: Balanced Assessment and Grading (Not started) At least two times a school year, teams will examine assessments across grade levels within the same content to identify alignment and opportunities for revision. Tags:Assessment: Balanced Assessment and Grading (Not started) Learning Behavioral Specialists gather as a team for two day long professional development sessions focused on how curricular design supports individual student IEP goals.

	Tags:Curriculum, ODLSS: Instructional Quality
	• (Not started) During professional development on Unit Planning explicit PD goals will include refreshers on the component of unit design to support both new teacher and consistency across teachers within teams. Tags:Curriculum, Teacher Leader Development & Innovation: New Teachers

Strategy 3

If we do...	identify root causes while using the problem solving process
Then we see...	teachers providing meaningful and consistent interventions, based on individual student needs, with set progress monitoring timelines
which leads to...	an increase of on-track students (using on-track metric as well as grades, NWEA, attendance, behavior tracker, etc.).
Budget Description	To effectively implement this goal funding needs to be set aside to fund an instructional coach to support educators in the implementation of MTSS; funding set aside to purchase teacher requested progress monitoring tools; and funding set aside for substitutes for visits to other school site to gather ideas.
Tags	MTSS, MTSS: Progress Monitoring, ODLSS: Behavior Support, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) The MTSS Team will continue to build and expand on Audubon?s current intervention menu and resources. Tags: • (Not started) Instructional Coach and MTSS Team will research and recommend research-based interventions in areas of identified need (i.e., math, behavioral interventions) that align with current school practices (restorative justice) Tags: • (Not started) The MTSS Team will set school-wide recommendations for progress monitoring timelines. Tags: • (Not started) All staff will engage in professional learning focused on implementing and tracking interventions. Tags:

	• (Not started) Families will participate in the problem solving and MTSS process alongside educators, helping with root cause analysis and intervention implementation. Tags: • (Not started) The MTSS Team will facilitate parent education to support the larger community to understand the components of MTSS and the parents? role in the process. Tags: • (Not started) Instructional Coach and Teachers will monitor on-track data in order to identify students who exit and enter the MTSS Tiers as well as the impact of the program. Tags: • (Not started) The MTSS Team will maintain the MTSS Tracker and MTSS Folders to ensure fidelity of implementation across teachers and school years. Tags: • (Not started) Instructional Coach will support and coach new teachers in implementing the MTSS process. Tags: • (Not started) MTSS Team will monitor the middle school intervention block and make recommendations about how to improve the delivery of interventions within this mode. Tags: • (Not started) Counselor will provide professional development to teachers and support staff to support ongoing learning of behavioral interventions specifically aligned with Restorative Practices. Tags: • (Not started) Learning Behavioral Specialists gather as a team for two day long professional development sessions focused on how IEP goals align to the unit plans with the school year. Tags:

Action Plan

Strategy 1

ILT read and research the CTU/CPS Grading Guidelines and resources on balanced and equitable grading practices to create Audubon?s philosophy on grading and update Audubon Grading Practices One-pager.

Aug 01, 2020 to Dec 31, 2020 - ILT

Learning Cycle through GLMs dedicated to understanding ASPEN Gradebook procedures and best practices and alignment to Audubon Grading Practices one-pager.

Aug 23, 2020 to Feb 28, 2021 - ILT

Special Education team examines grading guidance on students with IEPs and develops an addendum to support school-wide understanding of grading for diverse learners.

Aug 23, 2020 to Feb 28, 2021 - Learning Behavioral Specialists, Case Manager

ILT host a parent education event or tool to help build common understanding and language around Audubon grading practices vs. NWEA scores.

Dec 27, 2020 to Jun 30, 2021 - ILT

Instructional Leadership Team conducts quarterly reviews of gradebooks and provide feedback and support.

Aug 23, 2020 to Jun 30, 2021 - Teachers, ILT, Assistant Principal, Principal, Instructional Coach

Learning Cycle through GLMs focused on understanding the importance of feedback and formative assessments and how feedback and growth can be actualized in grading practices.

Jan 01, 2021 to Jun 30, 2022 - ILT, Assistant Principal, Principal, Instructional Coach

With Counselor guidance, students and teachers hold annual goal setting meeting to plan out goals to support student learning and progress within the three domains (and high school if appropriate).

Aug 23, 2020 to Jun 30, 2022 - Counselor, Teachers

Teachers work together as a grade level team to embed specific number and types of tasks, examine samples of student work and assessments into each unit.

Oct 05, 2020 to Dec 31, 2021 - Teachers

Strategy 2

The ILT identifies key resources to support educators in the creation of assessments that vary and match the standards being assessed.

Jan 01, 2021 to Jun 30, 2021 - ILT

Engage in professional learning focused on examining stage 2 assessment design within unit planning that emphasizes a variety of assessments and their alignment to the standards.

Aug 23, 2020 to Jun 30, 2021 - Assistant Principal, Principal, Instructional Coach

Educators complete unit design for grade levels/content areas where units do not exist, this includes K-3 Science and Social Science.

Aug 23, 2020 to Jun 30, 2022 - Teachers, Principal

New educators to unit design receive additional professional learning opportunities to ensure quality design align to Understanding by Design.

Aug 23, 2020 to Jun 30, 2022 - Teachers, Instructional Coach

The Curriculum Committee continues unit plan feedback monthly to educators, with an emphasis on assessment.

- Curriculum Committee, Principal

During grade level meetings and/or curriculum days educators bring regular, formative assessments, including completed student work, and provide peer feedback to one another on alignment to standards and level of rigor. The level of rigor will be assessed using the known tool of Depths of Knowledge.

Oct 12, 2020 to Jun 30, 2022 - Teachers, Assistant Principal, Principal

Within unit plans educators will identify the standards each assessment assesses as well as indicate in stage 3 (learning activities) when the assessments are administered.

Oct 12, 2020 to Jun 30, 2022 - Teachers

At least two times a school year, teams will examine assessments across grade levels within the same content to identify alignment and opportunities for revision.

Oct 12, 2020 to Jan 31, 2022 - Teachers, Assistant Principal, Principal

Learning Behavioral Specialists gather as a team for two day long professional development sessions focused on how curricular design supports individual student IEP goals.

Oct 11, 2020 to Jun 30, 2022 - Learning Behavioral Specialist, Case Manager, Principal

During professional development on Unit Planning explicit PD goals will include refreshers on the component of unit design to support both new teacher and consistency across teachers within teams.

Oct 05, 2020 to May 31, 2022 - Teachers, Instructional Coach, Assistant Principal, Principal

Strategy 3

The MTSS Team will continue to build and expand on Audubon?s current intervention menu and resources.

Aug 23, 2020 to Jun 30, 2021 - MTSS Committee, Instructional Coach

Instructional Coach and MTSS Team will research and recommend research-based interventions in areas of identified need (i.e., math, behavioral interventions) that align with current school practices (restorative justice)

Oct 11, 2020 to Jun 30, 2022 - MTSS Committee, Learning Behavioral Specialists, Clinicians, Instructional Coach

The MTSS Team will set school-wide recommendations for progress monitoring timelines.

Aug 23, 2020 to Dec 30, 2021 - MTSS Committee, Learning Behavioral Specialists, Clinicians, Instructional Coach

All staff will engage in professional learning focused on implementing and tracking interventions.

Oct 19, 2020 to Dec 31, 2021 - Teachers, Instructional Coach

Families will participate in the problem solving and MTSS process alongside educators, helping with root cause analysis and intervention implementation.

Nov 01, 2020 to Jun 30, 2022 - Teachers, MTSS Committee, Learning Behavioral Specialists, Clinicians, Instructional Coach

The MTSS Team will facilitate parent education to support the larger community to understand the components of MTSS and the parents? role in the process.

Nov 01, 2020 to Jun 30, 2022 - MTSS Committee, Instructional Coach

Instructional Coach and Teachers will monitor on-track data in order to identify students who exit and enter the MTSS Tiers as well as the impact of the program.

Aug 23, 2020 to Jun 30, 2022 - Teachers, Instructional Coach

The MTSS Team will maintain the MTSS Tracker and MTSS Folders to ensure fidelity of implementation across teachers and school years.

Sep 07, 2020 to Jun 30, 2022 - MTSS Team, Instructional Coach

Instructional Coach will support and coach new teachers in implementing the MTSS process.

Aug 24, 2020 to Jun 30, 2022 - New Teachers, Instructional Coach

MTSS Team will monitor the middle school intervention block and make recommendations about how to improve the delivery of interventions within this mode.

Sep 14, 2020 to Jun 30, 2022 - MTSS Team, Instructional Coach, Assistant Principal

Counselor will provide professional development to teachers and support staff to support ongoing learning of behavioral interventions specifically aligned with Restorative Practices.

Aug 23, 2020 to Jun 30, 2022 - Counselor, Assistant Principal

Learning Behavioral Specialists gather as a team for two day long professional development sessions focused on how IEP goals align to the unit plans with the school year.

Oct 05, 2020 to Jun 30, 2022 - Learning Behavioral Specialists, Clinicians

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.

[X]

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

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Two Local School Council members supported the ongoing crafting and design of the Continuous Improvement Work Plan. Additionally, during monthly principals conversation community of parents provided ongoing feedback throughout six months on the plan.

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

We are not a Title 1 school. However, we do host a Curriculum evening for parents to walk through opportunities for involvement.

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.

We do not have a PAC since we do not receive Title 1 funds. We provide two monthly opportunities for parent involvement, principals conversation and Local School Council meetings.

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.

Yes, we provide minimally twice a year the opportunity for parent teacher conferences.

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.

Yes, we provide a staffing update through the Local School Council and ongoing parent communications through our newsletters and website.

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.

We do not have Title I funds.

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.

Yes, we provide monthly support to parents both electronically and a monthly principals conversation.

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.

Our educators make themselves available to families. They proactively review the curricular expectations and resources at the beginning of the year. From there they provide monthly newsletters to outline how to support their child and partner with the school.

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.

We offer two pre-school programs and promote alignment to the school as a whole.

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.

We provide frequent communication to parents and elicit the support of staff members who share the native language with families individually.

Policy Implementation Activities

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

[X] In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.
[X] The school will coordinate the parent and family engagement programs identified in the CIWP.
[X] 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.) Yes, we ensure we are graduating problem solvers by creating instructional units that are aligned to the Common Core State Standards.
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. Yes, we schedule these twice a year and as needed to partner with families effectively. Teachers also provide monthly newsletters to keep families informed.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Yes, we provide progress reports every five weeks. Additionally, we include testing reports such as NWEA and F&P during each testing round.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. Our families are active on email and teachers respond within 48 hours. Additionally, when parents request support or a meeting teachers make time to accommodate.
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. Yes, we have a volunteer program called Hawk Helpers for parents. Parents can volunteer in our Book Nook (a parent run library), greeters, officer support, copy room, and in the lunch room.

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

We have a parent contract that includes requests for support. We also monthly provide clear ideas for what support looks like through teacher newsletters or the monthly principals conversation. Twice a year we conduct a parent learning walk where parents visit classrooms to see instruction in action.

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 consult regularly in two ways. First, they serve and/or attend monthly Local School Council meeting. Second, they provide feedback during principals conversations on specific topics.

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).

We have our school Core Values that we expect and communicate with students daily: We are kind. We show gratitude. We reflect. Our voices matter. We are hawks.

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.

We do not have title 1 funds.

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.	$0.00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00

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