Frederick Funston Elementary School 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

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 2 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 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 4 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 2 Design and implement school day schedules that are responsive to student needs
  - o 2 Align the budget to the CIWP priorities and the mission of the school
  - o 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 1 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**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 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 2 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- o 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
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 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 2 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**:
- 2 - 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 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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 1 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 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 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**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 2 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 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 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 2 Authentically interact with community and civic leaders
  - o 1 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 2 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 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**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 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**:
- 2 - Family & Community Engagement
  - o 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 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 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 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 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 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 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	There are gaps of standard alignment horizontally and vertically
Root Cause 1	There is not a common scope and sequence aligned to standards because there has not been a system in place to create one collectively.
Area of Critical Need 2	There is a high number of student suspensions and office referrals.
Root Cause 2	There is not a common language or strucutres to support behavioral management and there has not been a

	system for adult learning on how to implement restorative practices.
Area of Critical Need 3	Teachers are waiting until the end of the week or unit to assess students, instruction is guided by the lesson
Root Cause 3	There is a need for understanding and learning how to implement data-informed instructional practices with consistent progress monitoring and formative assessments.

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 school is 89.2% Latinx and 8.8% black & 95.3% low income.	Overall		60.00	66.00
	Latinx		63.00	65.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Our student population is 47.6% ELs	EL		20.00	23.00
Vision: NWEA Growth G3-8 (Reading) Overall our entire school population has a history of low growth in Reading.	Overall		67.50	68.50
	Students with IEPs		57.50	58.50
Vision: Attendance Rate Males have lowest attendance rates at 93.7% compared to school at 94.6%	Male		95.00	96.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey SY19 Funston 5E received a moderately organized overall rating which is 3 points. Over the next two cycles, we are striving for an overall rating of organized which will result in 4 points. We are aiming to increase the teacher response rate of 80% to 90% over the next two years.				4.00	4.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Reducing school-wide suspensions - in-school/out-of-school. Total suspension for FY19 was at a rate of 73.9 (ISS 43.4/OSS 39.1). Given the data displayed, we are prioritizing Supportive & Equitable Approaches to Discipline during the 2020 - 2022 CIWP cycle in order to achieve the goals highlighted.	73.90	50.00		45.00	30.00

Strategies

Strategy 1

If we do...	If we develop CCSS aligned scope and sequences attached to learning targets, and differentiated, culturally relevant units of study across content areas
Then we see...	Then we will see an increase in teacher collaboration and in students making meaning and connecting with the standards, intellectual agency, and ownership over their learning progress
which leads to...	Which leads to an increase in teacher collaboration to (40 neutral) on 5 Essentials and overall increase in students who meet or exceed NWEA growth goals (Reading 67% & Math 60%) with an emphasis on our Latinx and Diverse Learner priority groups.
Budget Description	Extended day pay for teacher collaboration and external partnerships.
Tags	Curriculum, MTSS: Curriculum & Instruction

Action steps	• (Not started) Create a schedule for the Teacher Learning Plan SY2021 and SY2022 Tags: • (Not started) Scope and Sequence, unpacking standards, and CCSS standards vertical and horizontal alignment professional learning Tags: • (Not started) Curriculum inventory assessment and review of culturally responsive rubric Tags: • (Not started) Data analysis using multiple measures to connect standards to curriculum (Latinx and African American) Tags: • (Not started) Revise and create scope and sequences including priority standards and big ideas for common units of study Tags: • (Not started) Develop a common unit plan template with clearly defined elements Tags: • (Not started) Identify learning targets, academic vocabulary, essentials questions, and common assessments for units. Tags:

Strategy 2

If we do...	If we develop school wide common structures for supportive and equitable approaches to discipline by implementing restorative practices among school-wide relationships
Then we see...	Then we will see strengthening structures/competencies of students and staff, a variety of self-management strategies being applied and implemented, and hear a common language when handling challenging situations.
which leads to...	Which leads to a total suspension decrease from a rate of 73.9% (ISS 43.4/OSS 39.1) to 30% and an increase on collective responsibility (40 neutral) 5Essentials.
Budget Description	External Partners

Tags	ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment
Action steps	• (Not started) SEL and Restorative Practices professional learning for teachers and staff. Tags: • (Not started) Develop common language and supports for managing school wide student expectations Tags: • (Not started) Develop a school wide behavioral matrix Tags: • (Not started) Development Student Peer Jury and Student Council. Tags:

Strategy 3

If we do...	If we progress monitor using formative assessments to inform instructional decisions about small group learning goals, including instruction designed to develop language domains for ELs, across content areas to strategically support individual student growth
Then we see...	Then we will see instructional shifts based on formative assessment data, and students taking ownership for their progress, engaging in a variety of learning activities and experiences.
which leads to...	Which leads to an increase of the redesignation rate of ELs PY4+ to FEP(Fully English Proficient) of 3% and an overall increase in students who meet or exceed NWEA growth goals (Reading 67% & Math 60%).
Budget Description	Teacher extended day and external partners
Tags	Instruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality
Action steps	• (Not started) Review different forms of data to align to instructional practice (ACCESS, NWEA, Exit slips, etc). Tags: • (Not started) Develop a common understanding of the use of formative assessments to make instructional decisions through making practice public during GLTs and peer observations.

	Tags:
	• (Not started) Analyze trends of classroom data to identify supports for all students. (Which includes EL and DL priority data)

Tags:

• (Not started) Develop strategic data-informed instructional blocks and provide feedback

Tags: |

Action Plan

Strategy 1

Create a schedule for the Teacher Learning Plan SY2021 and SY2022

Jun 17, 2020 to Aug 31, 2021 - ILT Admin Team

Scope and Sequence, unpacking standards, and CCSS standards vertical and horizontal alignment professional learning

- External Partnership Network/District Partnerships Teacher Leaders Admin Team

Curriculum inventory assessment and review of culturally responsive rubric

- ILT Grade Level Teams Admin Team

Data analysis using multiple measures to connect standards to curriculum (Latinx and African American)

- ILT Grade Level Teams Admin Team Network/District Depts

Revise and create scope and sequences including priority standards and big ideas for common units of study

- ILT Grade Level Teams Admin Team

Develop a common unit plan template with clearly defined elements

- ILT Grade Level Teams Admin Team

Identify learning targets, academic vocabulary, essentials questions, and common assessments for units.

- ILT Grade Level Teams Admin Team Network Team

Strategy 2

SEL and Restorative Practices professional learning for teachers and staff.

Jun 18, 2020 to Oct 02, 2020 - Culture and Climate Team ILT Admin Team OSEL and Network Support

Develop common language and supports for managing school wide student expectations

Aug 18, 2020 to Apr 20, 2021 - Culture and Climate Team Admin Team

Develop a school wide behavioral matrix

Aug 25, 2020 to Sep 07, 2020 - Culture and Climate Team Admin Team OSEL and Network Support

Development Student Peer Jury and Student Council.

Sep 14, 2020 to Dec 18, 2020 - Culture and Climate Team

Strategy 3

Review different forms of data to align to instructional practice (ACCESS, NWEA, Exit slips, etc).

Aug 26, 2020 to Jun 17, 2022 -

Develop a common understanding of the use of formative assessments to make instructional decisions through making practice public during GLTs and peer observations.

Aug 27, 2020 to Dec 18, 2020 - ILT Grade Level Teams Admin Team

Analyze trends of classroom data to identify supports for all students. (Which includes EL and DL priority data)

Aug 28, 2020 to Jun 17, 2022 - ILT Grade Level Teams Admin Team

Develop strategic data-informed instructional blocks and provide feedback

Aug 26, 2020 to Sep 30, 2020 - ILT Grade Level Teams Admin Team Network Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

The school developed a CIWP team to assess the needs of the school and identify areas where we could make the greatest impact. The areas identified are: curriculum, instruction, and supportive and equitable approaches to discipline. Stakeholders were given the opportunity to evaluate the school using the school excellence framework survey to help identify areas of improvement. Student data and school historical practices were also discussed and evaluated to guide decision making progress.

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

The leadership team in conjunction with the MTSS coordinator will develop a schoolwide system for diagnosing, selecting intervention materials and practices and entering progress or lack thereof in a timely manner.

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.

If we do...If we progress monitor using formative assessments to inform instructional decisions about small group learning goals, including instruction designed to develop language domains for ELs, across content areas to strategically support individual student growth

then we see...Then we will see instructional shifts based on formative assessment data, and students taking ownership for their progress, engaging in a variety of learning activities and experiences.

which leads to...Which leads to an increase of the redesignation rate of ELs PY4+ to FEP(Fully English Proficient) of 3% and an overall increase in students who meet or exceed NWEA growth goals (Reading 67% & Math 60%).

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).

We are working on a learning plan to strengthen data-informed instructional practices and restorative practices to support our students experiencing challenged.

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

Updated website demonstrating the school culture, units of study per grade level, literacy pedagogy, parent leadership groups, school partnerships and dual language program information. We have also used contacts at local universities to advertise open positions to bilingual and ESL endorsed recent graduates.

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.

UpdPK-5th grade teachers have engaged in professional development through the Center for Teaching for Biliteracy in order to strengthen the school mission and vision, define the school literacy pedagogy, outline the content and language allocation plan for the dual language program, develop curriculum maps of co-disciplinary units that balance standards and to create unit plans that include weekly plans with formative tasks that support students in attaining mastery of the standards and prepare them to engage in a cross-curricular summative task.

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

Each Friday morning there are activities for parents such as: BAC and PAC meetings and sponsored workshops on parent determined themes, ESL classes, LSC meetings and computer literacy workshops. Starting in SY21, LSC meetings will alternate between after school and before/during school meetings each month in order to accommodate parent work schedules. Starting in SY21, parents who attend BAC and PAC sponsored workshops and meetings will receive children?s literature books and school supplies in order to facilitate family literacy practices.

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.

Current PK student families are provided with multiple days during which to sit down with their current teacher/aide to register their child for kindergarten. Parents whose children have not attended PK at Funston are able to walk in and register their children at any time with the clerks in the front office.

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.

School teams work collaboratively together to create a testing plan, and teachers vote on the plan.

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.

The leadership team in conjunction with the MTSS coordinator will develop a schoolwide system for diagnosing, selecting intervention materials and practices and entering progress or lack thereof in a timely manner.

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.

The school will work with CIWP team, other school leadership teams, parent organizations, and community organizations to provide a variety of supports.

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.

We have parent groups which meet to collaborate on ways to improve and support parent engagement. We also partner with community organizations to provide support and feedback for families. BAC/PAC teams have frequent meetings and both teams actively participate in LSC meetings. We have a parent room and meetings are organized in advance posted on school doors and the website. In the beginning of the year, parents are given the opportunity to provide feedback on the annual plan of events for parents with it being reviewed quarterly by parent groups.

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

Yes, our ELPT works with parent leaders to organize and promote meetings. We have community organizations which support the school with after school programs to further increase family engagement. The meetings and/or events are projected to be monthly on Fridays starting in September. Parents are provided with incentives to attend BAC/PAC meetings and workshops by being given extra credit for their children, receiving children?s literature and school supplies to support family literacy and engagement.

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.

Administration sets up appointments with parents as requested to discuss ideas, suggestions, and concerns. Families are invited to share ideas in a variety of meet & greet opportunities sponsored throughout the year. BAC/PAC and LSC meetings are scheduled in advance to offer parents opportunities to adjust their schedule and attend the meeting. The School Climate and Culture Committee will coordinate activities in advance, share dates and post on the website.

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.

The school will distribute NWEA, Dibels, and Access reports to parents as soon as they are available by sending hard copies to parents home.

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.

Letters will be mailed to families informing them of teacher leaves or situations as soon as verified and approved by CPS communications.

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

This will be accomplished through intentional designed workshops, parent-teacher conferences, and after-school parent events.

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.

Parents are provided with workshops sponsored by the BAC and PAC to give parents the opportunity to develop their computer literacy with specific focus given to the use of CPS systems such as Parent Portal and the ed tech tools that students can use at home. At each BAC/PAC workshop or meeting, parents are given school supplies and children?s literature to share at home with their children to increase family literacy. The BAC/PAC have specific workshops dedicated to providing parents with ideas of how to increase literacy in the home and how to help their child with homework with classroom teachers sharing their ideas and strategies.

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.

During the entrance of school professional development teacher teams will collaborate and create parent communication structures. Communication protocols will be communicated during open-house and on the website, so families feel welcome and understand the best way to reach teachers. Teachers will be encouraged to build community with parents by designing instructional events they could invite families to the classroom; such as, career day, plays, read-alouds, small-group instructional supports, author?s celebrations, and other events.

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.

Funston has a partnership with LSNA, Logan Square Neighborhood Association. Their parent mentor program empowers parents to provide small group instruction and support to children in grades PK-2 four mornings a week. Many of the LSNA parent mentors have then moved into leadership roles on the BAC, PAC and LSC and to work as SECAs within our school.

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.

Parents receive a monthly hard-copy calendar in both English and Spanish highlighting all the events for the month. Calendar is posted in the office and doors. The school also maintains an updated website with a clear calendar available and weekly news and announcements available in both languages. BAC, PAC and LSC events are advertised on all school doors and through flyers.

Policy Implementation Activities

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

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

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Funston empowers children to take ownership of their learning and become critical thinkers in a nurturing school environment that fosters a love of learning. We strive for academic excellence through engaging rigorous instruction, inquiry learning driven by student curiosity and through a collaborative community that values multiculturalism and multilingualism. Our students are motivated to be active contributors in a global society.

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.

There are four district scheduled parent-teacher conferences: one in November 2020, April 2021, November 2021, and April 2022. Parents are also able to request conferences with teachers throughout the year. Translators are provided at all parent meetings when needed. The school will also host an open-house in September to provide parents and teachers opportunities to meet.

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

The school provides a printed hard-copy of the progress reports every five weeks to families.

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

Teachers are available during their preparation period to meet with parents and by scheduled appointments with the teacher. Parents have access to the website which provides information on teacher contact and consultation protocols. Our bilingual office staff also are available to attend parents throughout the day and direct them to the appropriate staff to provide assistance to 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.

During the entrance of school professional development teacher teams will collaborate and create parent communication structures. Communication protocols will be communicated during open-house and on the website, so families feel welcome and understand the best way to reach teachers. Teachers will be encouraged to build community with parents by designing instructional events they could invite families to the classroom; such as, career day, plays, read-alouds, small-group instructional supports, author?s celebrations, and other events. The school has a partnership with LSNA, a parent mentor group, which works with teachers in the classroom and trains parents to be able to support instruction. Parents could also schedule visits with their teachers once they completed the CPS volunteer process.

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

Funston has a partnership with LSNA, Logan Square Neighborhood Association. Their parent mentor program empowers parents to provide small group instruction and support to children in grades PK-2 four mornings a week. Many of the LSNA parent mentors have then moved into leadership roles on the BAC, PAC and LSC and to work as SECAs within our school.

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 are encouraged to share all concerns during LSC, BAC and PAC meetings regarding their child?s education. During LSC meetings, there is a dedicated time for non-members to share anything with the committee. During BAC and PAC meetings, parents often share concerns that are then shared more formally with the LSC.

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 review their grades on ASPEN and understand their standardized assessment scores and what their goals are for their next assessment through teacher conferences.

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.

Aligning to our CIWP strategies of Curriculum, Instruction, and Supportive and Equitable Approaches to Discipline there will be workshops and events to support parent learning in Funston's areas of growth. The goal is to provide parents learning opportunities supporting: SEL instruction, understanding grade level scope and sequence of instruction, and instructional strategies they could apply to assist their child's learning experiences. Professional development will be provided bi-monthly either by an ESP, Teacher, or consultant. The school will also offer monthly English classes to support parents.

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.	$500.00
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.	$520.00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$400.00
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)	$1500.00
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