

Oscar F Mayer Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/16/2020	All members	New SEF Framework overview + work stream timeline
02/06/2020	All members	SEF Ratings + Self-Assessment

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
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 1 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** 5 essential data provides evidence that many of the criteria mentioned above has been addressed. The one area that we continue to set goals around is collective responsibility as a staff. There is weekly communication sent to teachers sharing all important dates and information needed for the upcoming week. Leadership regularly attends meetings throughout the building. We have been working as a staff to revise our school mission and vision statement.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** We hold 5/10 week data meetings led by the Reading Interventionist and the Coordinator. In these meetings we discuss students and determine targeted strategies to support all students. Two of the CIWP strategies include Second Step and Restorative Practices. This is our 2nd year implementing both in

our school year. Two cohorts of teachers have received or are in the process of receiving support through the RP cohort. We purchased Second Step for the entire school building and our school counselor meets with each team once a month to address concerns, offer support, and share information taken directly from students. Hiring practices - Teams are engaged in the hiring process. They have questions in a note catcher that allows them to share feedback and scoring as needed. Teams provide feedback on new hires.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** We offer two unique programming in our school building: Montessori and IB. Montessori teachers have regularly professional development provided through the National Center for Montessori in the Public Sector. In addition, teachers receive weekly observations and feedback meetings to improve practice in Montessori. Last, in their grade level meetings, they have a regular schedule for lesson studies and teachers are able to engage with the materials and ask questions to improve their practice. IB is currently awaiting reaccreditation. Given this extensive process, we have spent an incredible amount of time revising units to include ATL skills and working on the assessments.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** We offer two unique programming in our school building: Montessori and IB. Montessori teachers have regularly professional development provided through the National Center for Montessori in the Public Sector. In addition, teachers receive weekly observations and feedback meetings to improve practice in Montessori. Last, in their grade level meetings, they have a regular schedule for lesson studies and teachers are able to engage with the materials and ask questions to improve their practice. IB is currently awaiting

reaccreditation. Given this extensive process, we have spent an incredible amount of time revising units to include ATL skills and working on the assessments.

- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** We use the guidance provided on the professional grading practices. However, many of our practices are inconsistent.
- 2 - MTSS
 - 1 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 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)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 3 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Currently, we do not have an MTSS team in place. The Reading Interventionist and Montessori lead 5 & 10 week data cycle meetings to discuss the academic progress of students in Literacy. SY 2019-2020, the Math Interventionist was eliminated. So many student needs should be addressed by the classroom teacher. SEL is not discussed in these meetings.

- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Our students are open and aware of these transitions. We have not implemented any strategies to discuss college transition and persistence. We do host once a year a high school night where former students visit Mayer to share about their experiences in high school.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** There is a Culture & Climate team. This team meets bi-weekly and reflects upon the 5 essentials data, student survey data, and teacher data to determine action steps.
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** We have a student council that provides some leadership experience within the school. We have the Ambassadors for Change as well for student leaders. We do not have an active student voice committee.
- 3 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- **Evidence:** This is our second year implementing Second Step and Restorative Practices.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** We are in the beginning stages of forming a behavior health team to discuss students. We are also participating in the second cohort for Restorative Practices.
- 3 - Family & Community Engagement
 - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** We have an active parent community, Friends of Mayer that plan fundraisers and host events for the school. Although all families are invited, there are many parents who do not participate.

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	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

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

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 no universal grading expectations across grade-levels, which leads to inequitable grading practices across the school with autonomy and no accountability
Root Cause 1	Inconsistent grading practices have been identified across grade-bands. Different philosophical approaches to grading are a present.
Area of Critical Need 1	There is no current scope and sequence for Writing, which leads to a non-uniformed approach towards the subject, and results, in writing functioning as a stand-alone and not embedded across other content areas.

Root Cause 2	Historically, professional learning around writing standards, and best practices have not been prioritized at Mayer, which leads to disjointed curriculum that's not vertically or standards-aligned.
Area of Critical Need 3	Not having team consensus around significant decisions has led to less opportunities for shared leadership throughout the school community
Root Cause 3	5Essentials (collaborative teachers) strand was rated weak resulting in less collaborative practices among staff with little engagement with key stakeholders.

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 - Reading (Grades 3-8) When diving deep into NWEA data, specifically the Instructional Insights Report, we discovered that our student's area of need is making and identifying assertions and claims.	Overall		85.50	86.00
SQRP: National School Growth Percentile - Math (Grades 3-8) In consideration of our overall population African American students are disproportionately represented as students with IEPs.	African American		70.00	71.00
(Blank)				
(Blank)				
(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 Supportive Environment: Academic Personalism - providing with frequent, meaningful feedback.				57.00	60.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Balanced Assessment & Grading On Track Metric: I chose this metric because research has shown a high correlation between on track and students successful transition to high school. Additionally, after an internal review of grading practices (Montessori & IB), we have uncovered a need for consistency and equity among grading practices.				68.00	70.00

Strategies

Strategy 1

If we do...	work towards creating a universal equitable grading system that is driven by protocols, professional learning, and collaborative planning time
Then we see...	an increase in collective responsibility around grading practices across teacher teams where progress is clearly communicated to students and families along the way
which leads to...	student agency and empowerment over their learning, consistent measures of feedback, and an increase in student on-track standings by 70% across core-content classes, which will improve our school-wide 5Essentials collective responsibility strand from 36 (weak) towards 45 or higher (neutral) over the next two survey cycles.
Budget Description	Time: -Scheduled professional learning (extended-day pay) -Scheduled teacher collaborative planning days (extended-day pay) -4-week ASPEN student standings in teacher teams -4-week On-Track student standings in teacher teams Materials: - Professional texts (anchor text for professional learning series) -Curricular Resources
Tags	Balanced Assessment and Grading

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) 1-1 Creating SY20-21 schedule of professional learning (aligned with CIWP priorities) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 1-2 Selecting professional texts for adult learning using a protocol through the lens of our priority groups <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 1-3 Create a schedule for extended-day teacher planning time <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 1-4 Conduct Data Deep Dives - On Track standings, student assessments (across grade-levels), comparative analysis of African-American students and students with IEPs, unpack 5Essentials (sub-strand) linked to the student experience <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 1-5 Create the grading system (incorporate rubrics and exemplars from the district) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 1-6 Gradebook Reflections - categorical weights, assignment types/frequencies, included assessments <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 1-7 Create a universal rubric for grading (weights, mastery vs. completion) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 1-8 Gather ILT input from Rubric - revisit CIWP priorities before launching school-wide <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 1-9 Launch universal equitable grading system <p>Tags:</p>
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Strategy 2

If we do...	develop the instructional team leadership through professional development, leadership development, consensus building around prioritization, leverage the social capital of the team, and instill strong decision-making
Then we see...	increased distribution of leadership amongst teacher leaders and alignment of instructional initiatives with qualitative and quantitative student data
which leads to...	and increase in shared ownership and collective responsibility over instructional initiatives, improved teacher-teacher trust on the 5 Essentials Survey from 41 (neutral) to 60 (strong) over two survey cycles.
Budget Description	Extended day bucket for ILT members, professional learning resources
Tags	Leadership for Continuous Improvement, Instruction, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) 2-1 Create a self-assessment inventory to identify the needs of the team to build a professional learning schedule that will address the needs of the entire team Tags: • (Not started) 2-2 Select professional anchor text to focus professional learning around CIWP priorities and building systems thinking Tags: • (Not started) 2-3 Plan implement ILT leadership retreat which focuses on providing professional learning around change management, adaptive leadership, equity through inclusive partnerships, and leading without formal authority Tags: • (Not started) 2-4 Create an year long ILT meeting schedule with meeting objective place holders Tags: • (Not started) 2-5 Create a rubric for observations Tags: • (Not started) 2-6 Schedule one-on-one check-ins with ILT members do develop targeted leadership goals for capacity building Tags:

	<ul style="list-style-type: none"> (Not started) 2-7 Observe and provide feedback the team members practice in leading their PLC groups <p>Tags:</p>
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Strategy 3

If we do...	engage teachers in ongoing professional learning focusing on high-quality, researched-based writing instruction that are interdisciplinary and CCSS aligned
Then we see...	revised curriculum maps, universal writing strategies, writing-embedded instruction across disciplines, and students receiving informative and consistent feedback to challenge their thinking and justify their understanding through written expression
which leads to...	improvement of universal learning tasks where students are defending their thinking through written expression which translates to an increase in students meeting their literacy growth goal to 86% by 2022, and increase in academic personalism from 53 (neutral) to 60 (strong)
Budget Description	extended day buckets for summer planning and meetings outside of the regular school day, purchase of additional instructional materials, external partnerships and substitute pay
Tags	Literacy: Key Practice #3-Frequent Process-based Writing
Action steps	<ul style="list-style-type: none"> (Not started) 3-1 Conduct curricular needs inventory assessment <p>Tags:</p> <ul style="list-style-type: none"> (Not started) 3-2 Develop professional learning calendar focusing on writing curriculum development and universal writing strategies <p>Tags:</p> <ul style="list-style-type: none"> (Not started) 3-3 Backwards mapping using the SAT College and Career Readiness Standards, unpack CCSS writing standards, embed writing standards across content areas <p>Tags:</p> <ul style="list-style-type: none"> (Not started) 3-4 Create a rubric to assess writing instruction <p>Tags:</p> <ul style="list-style-type: none"> (Not started) 3-5 Schedule teacher collaboration time to develop cross-curricular writing tasks <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) 3-6 Conduct student work examination & analysis protocols on a quarterly basis <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 3-7 Analyze student performance using on-track metrics in relation to writing tasks <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 3-8 Schedule student writing task analysis in GLT meeting calendars <p>Tags:</p>
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Action Plan

Strategy 1

1-1 Creating SY20-21 schedule of professional learning (aligned with CIWP priorities)

Jul 06, 2020 to Aug 28, 2020 - Administration ILT

1-2 Selecting professional texts for adult learning using a protocol through the lens of our priority groups

Aug 17, 2020 to Oct 10, 2020 - Administration ILT

1-3 Create a schedule for extended-day teacher planning time

Aug 03, 2020 to Sep 11, 2020 - Administration ILT

1-4 Conduct Data Deep Dives - On Track standings, student assessments (across grade-levels), comparative analysis of African-American students and students with IEPs, unpack 5Essentials (sub-strand) linked to the student experience

Jan 04, 2021 to Jun 18, 2021 - Administration ILT Culture + Climate GLTs

1-5 Create the grading system (incorporate rubrics and exemplars from the district)

Apr 12, 2021 to Dec 17, 2021 - Administration ILT GLTs

1-6 Gradebook Reflections - categorical weights, assignment types/frequencies, included assessments

Feb 08, 2021 to Jun 18, 2021 - Administration GLTs

1-7 Create a universal rubric for grading (weights, mastery vs. completion)

Jan 04, 2021 to Jun 18, 2021 - Administration, ILT

1-8 Gather ILT input from Rubric - revisit CIWP priorities before launching school-wide

Jan 04, 2021 to Jun 18, 2021 - Administration ILT

1-9 Launch universal equitable grading system

Apr 19, 2021 to Jun 18, 2021 - Administration

Strategy 2

2-1 Create a self-assessment inventory to identify the needs of the team to build a professional learning schedule that will address the needs of the entire team

Sep 07, 2020 to Oct 30, 2020 - ILT, Admin

2-2 Select professional anchor text to focus professional learning around CIWP priorities and building systems thinking

Aug 24, 2020 to Oct 02, 2020 - Admin.

2-3 Plan implement ILT leadership retreat which focuses on providing professional learning around change management, adaptive leadership, equity through inclusive partnerships, and leading without formal authority

Aug 03, 2020 to Aug 28, 2020 - Admin.

2-4 Create an year long ILT meeting schedule with meeting objective place holders

Aug 03, 2020 to Sep 18, 2020 - Admin. & ILT

2-5 Create a rubric for observations

Sep 28, 2020 to Oct 30, 2020 - ILT & Admin.

2-6 Schedule one-on-one check-ins with ILT members do develop targeted leadership goals for capacity building

Aug 31, 2020 to Jun 18, 2021 - Principal & AP

2-7 Observe and provide feedback the team members practice in leading their PLC groups

Nov 23, 2020 to Jun 17, 2022 - Principal & AP

Strategy 3

3-1 Conduct curricular needs inventory assessment

Oct 01, 2020 to Nov 13, 2020 - Admin & ILT

3-2 Develop professional learning calendar focusing on writing curriculum development and universal writing strategies

Aug 31, 2020 to Sep 25, 2020 - Admin & ILT

3-3 Backwards mapping using the SAT College and Career Readiness Standards, unpack CCSS writing standards, embed writing standards across content areas

Sep 07, 2020 to Dec 18, 2020 - Admin & ILT

3-4 Create a rubric to assess writing instruction

Jan 04, 2021 to Jun 18, 2021 - Admin & ILT

3-5 Schedule teacher collaboration time to develop cross-curricular writing tasks

Jan 04, 2021 to Jun 18, 2021 - Admin, ILT & Teachers

3-6 Conduct student work examination & analysis protocols on a quarterly basis

Sep 06, 2021 to Jun 17, 2022 - Admin, ILT & Teachers

3-7 Analyze student performance using on-track metrics in relation to writing tasks

Sep 06, 2021 to Jun 17, 2022 - Admin, ILT & Teachers

3-8 Schedule student writing task analysis in GLT meeting calendars

Aug 23, 2021 to Sep 10, 2021 - Admin & ILT

Fund Compliance

ESSA Program

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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

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.

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

Policy Implementation Activities

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

<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>

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

<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)

Oscar Mayer Magnet School does not receive any Title I funds so we do not have a parent advisory council. We engage our parents through other means led by the school, LSC, and Friends of Mayer.

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.)

Mayer nurtures all identities and abilities by challenging students to become open-minded, life-long learners with a passion to serve a global community through cultivating independence, responsibility, and critical thinking.

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

The school is required to host two parent teacher conferences in a schools. In the middle school, the conferences are student led. We follow the district calendar for schools.

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 regularly communicates with families about the progress of their students via emails and phone conversations. We provide the regular district progress reports as identified by the school calendar.

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

We engage parents through our weekly communications, emails, calls, opportunities to volunteer in classes as mystery readers, etc. Teachers send weekly communications and the admin team sends a monthly newsletter.

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.

Mayer parents are presented with many opportunities to volunteer and participate in our classes through weekly mystery readings, sand paper letters, sight word assistance, and individual assistance as directed by the classroom teacher.

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

We will encourage that parents use the ASPEN portal to monitor attendance and work completion in schools.

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 engaged through numerous outlets which include LSC meetings, FOM meetings, and parent surveys.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will share responsibility for improved student academic achievement by participating in student leadership opportunities such as student council, student ambassadors, and up standers united.

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.

N/A

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

Account(s)

Description

Allocation

51130, 52130	<p>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.</p>	\$0.00
53405	<p>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.</p>	\$0.00
53205	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	\$0.00
54125	<p>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)</p>	\$0.00
54505	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	\$0.00
54205	<p>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.</p>	\$0.00
54565	<p>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.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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.</p>	\$0.00