Sharon Christa McAuliffe Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/08/2020	Belville, Huynh, Pendergast, Humphrey, Arroyo, Claudio, Prosser, Taylor, Quitshaw	School Excellence Framework
01/16/2020	Belville, Huynh, Pendergast, Humphrey, Arroyo, Claudio, Prosser, Taylor, Quitshaw	School Excellence Framework
01/22/2020	Belville, Huynh, Pendergast, Humphrey, Arroyo, Claudio, Prosser, Taylor, Quitshaw	School Excellence Framework & Framework Priorities
02/27/2020	Belville, Huynh, Pendergast, Humphrey, Arroyo, Claudio, Prosser, Taylor, Quitshaw	School Excellence Framework & Framework Priorities
03/12/2020	Belville, Huynh, Pendergast, Humphrey, Arroyo, Claudio, Prosser, Taylor, Quitshaw	School Excellence Framework MTSS Evidence Review
03/26/2020	Belville, Humphrey, Arroyo, Claudio, Velez, Williamson	MTSS Strategy & Action Item Development
03/26/2020	Belville, Huynh, Pendergast, Claudio, Prosser, Quitshaw, Taylor	MTSS Strategy & Action Item Development
04/16/2020	Belville, Williamson, Humphrey, Velez	MTSS Strategy & Action Item Development, School Excellence Framework Instruction Evidence Review
04/16/2020	Belville, Arroyo, Prosser, Quitshaw	MTSS Strategy & Action Item Development, School Excellence Framework Instruction Evidence Review
04/16/2020	Belville, Huynh, Pendergast, Taylor	MTSS Strategy & Action Item Development, School Excellence Framework Instruction Evidence Review
04/20/2020	Belville, Huynh, Pendergast, Humphrey, Arroyo, Claudio, Prosser, Taylor, Quitshaw	Curriculum Evidence Plan
04/30/2020	Belville, Huynh, Pendergast, Humphrey, Arroyo, Claudio, Prosser, Taylor, Quitshaw	MTSS Strategy & Action Item Development
05/11/2020	Belville, Pendergast, Humphrey, Arroyo, Claudio	Curriculum Strategy & Action Item Development

Date	Participants	Topic
05/11/2020	Belville, Velez, Claudio, Taylor, Williamson	Curriculum Strategy & Action Item Development
05/12/2020	Belville, Huynh, Claudio, Prosser, Quitshaw	Curriculum Strategy & Action Item Development
05/15/2020	Belville, Arroyo, Claudio	Fund Compliance & Parent and Family Plan
05/15/2020	Belville, Humphrey, Claudio, Quitshaw, Prosser	Curriculum & MTSS Action Item Development
05/19/2020	Belville, Huynh, Humphrey, Claudio, Arroyo, Quitshaw	Curriculum & MTSS Action Item Development
05/19/2020	Belville, Claudio, Pendergast, Taylor	Curriculum & MTSS Action Item Development
05/21/2020	Belville, Huynh, Pendergast, Humphrey, Arroyo, Claudio, Prosser, Taylor, Quitshaw	Goals

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 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 3 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 3 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 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 2 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 4 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 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 3 Engage students in learning and foster student ownership
  - o 3 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**:

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 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 2 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 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 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 3 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 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)
  - 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**:
- 3 - 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 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - 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 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 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**:
- 3 - Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 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).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**1**
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: 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: Student Voice, Engagement, and Civic Life	**0**

Score	Framework dimension and category	Area of focus
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.

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
(Blank)				
(Blank)				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

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

Custom metrics (75% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
5 Essentials Program Coherence (Effective Leaders) Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school. & There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	66.00			70.00	80.00
Student On Track (Grades 3-8) Aligns with Instruction & MTSS Priorities; 43% @ Week 30				50.00	60.00
Family Engagement in MTSS Process Families will actively engage in MTSS process & practices *Need to create a mechanism to monitor family engagement and establish baseline from Year 1* **Comparative analysis will be completed from Year 1 to Year 2**				75.00	80.00
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	Adhere to a systematic approach in our MTSS process & practices while consistently maintaining communication between all partners in the process (teachers, parents, paraprofessionals, clinicians, etc.)
Then we see...	teams of people and a system supporting individual student growth
which leads to...	a school/grade band wide increase in fully embedded MTSS SAM Rubric elements (School Excellence Framework) & an improvement in student growth measures (ACCESS, NWEA, Student Grades, IAR, attendance, student work completion, discipline referrals)
Budget Description	
Tags	MTSS, Family & Community Engagement, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

Action steps	(Not started) MTSS Academic & Behavior Health Teams will meet at the start of BOY professional development week to plan for schoolwide professional learning Tags:MTSS: Shared Leadership (Not started) MTSS teams will introduce CIWP theory of action, action steps, and handbook during teacher professional development and share team successes from previous year Tags:MTSS: Shared Leadership (Not started) ILT will Identify classroom commitments & effective instructional practices that align to MTSS Academic team expectations Tags:MTSS: Curriculum & Instruction (Not started) MTSS Academic & Behavior Health Teams will revise schoolwide process documents on an on-going basis Tags:MTSS: Fidelity of Implementation (Not started) MTSS teams will revisit schoolwide process documents on an on-going basis Tags:MTSS: Shared Leadership (Not started) MTSS Academic team will create calendar for cycles of intervention Tags:MTSS: Progress Monitoring (Not started) MTSS teams will establish and/or update a menu of academic and behavior interventions for all educators to utilize with students Tags:MTSS: Curriculum & Instruction (Not started) MTSS Team will review schoolwide data to determine the most up-to-date tiering model (NWEA) Tags:MTSS: Progress Monitoring (Not started) MTSS Academic team will facilitate MTSS planning sessions during grade level team meetings Tags:MTSS: Shared Leadership (Not started) Develop a Parent Communication Plan with detailed information on the modes of communication, frequency of communication, and responsibilities of partners in the process

	Tags:MTSS: Family and Community Engagement

Strategy 2

If we do...	Foster student agency and ownership of learning
Then we see...	students who are arriving at school on time & maintaining positive attendance, building their capacity to be independent learners, self-monitoring their academics, and engaging in learning that is meaningful and relevant
which leads to...	higher levels of work completion, stronger student confidence & voice, and greater academic achievement (On-Track).
Budget Description	
Tags	Instruction, Student Voice, Engagement, and Civic Life
Action steps	• (Not started) Create a timeline that sets benchmarks for introducing digital tools Tags:Family & Community Engagement • (Not started) Develop grade band lessons for technology skills that are reinforced across grade levels and academic years Tags:CIDL: Digital Learning • (Not started) Create opportunities for students to engage in goal setting across multiple content areas Tags:Student Voice, Engagement, and Civic Life • (Not started) Facilitate lessons on executive functioning Tags:Student Voice, Engagement, and Civic Life • (Not started) Deliver SEL lessons that embed student care and ownership Tags:OSEL: SEL Instruction • (Not started) Facilitate parent and family engagement events that increase access to district/school digital tools and student learning platforms Tags:

Strategy 3

If we do...	Engage in regular cycles of professional inquiry to assess the quality and standards alignment of curriculum programs, materials, and resources that aligns with the values of equity, cultural relevance, and instructional rigor for all learners
Then we see...	a full, comprehensive course of study in every content area; teacher collaboration across grade level and content teams; and strengthened teacher practices that are inclusive of all students
which leads to...	stronger instructional coherence & greater teacher confidence in our school?s instructional alignment.
Budget Description	
Tags	Curriculum
Action steps	(Not started) ILT will introduce CIWP theory of action and action steps during teacher professional development Tags: (Not started) ILT will develop a curriculum questionnaire needs assessment to engage teams of teachers in identifying gaps in current curriculum (identifying areas of strengths and weaknesses within their curriculum program) Tags: (Not started) Establish grade level and content team leads for curriculum professional inquiry. Tags: (Not started) Create a professional learning calendar that has goals built for structured team meetings. Tags: (Not started) Develop a curriculum rubric assessment tool Tags: (Not started) Adjust professional learning calendar on a quarterly basis Tags: (Not started) Team will engage in professional inquiry two-three times per quarter Tags:

	• (Not started) Engage in middle of year reflection on curriculum resources to determine budget priorities for next school year Tags: • (Not started) Engage in end of year reflection to evaluate what worked and didn't work Tags:

Action Plan

Strategy 1

MTSS Academic & Behavior Health Teams will meet at the start of BOY professional development week to plan for schoolwide professional learning

Aug 31, 2020 to Sep 04, 2020 - MTSS Academic & Behavior Health Teams

MTSS teams will introduce CIWP theory of action, action steps, and handbook during teacher professional development and share team successes from previous year

Aug 31, 2020 to Sep 04, 2020 - MTSS Academic & Behavior Health Teams

ILT will Identify classroom commitments & effective instructional practices that align to MTSS Academic team expectations

Aug 04, 2020 to Oct 30, 2020 -

MTSS Academic & Behavior Health Teams will revise schoolwide process documents on an on-going basis

Aug 31, 2020 to Sep 04, 2020 -

MTSS teams will revisit schoolwide process documents on an on-going basis

Aug 31, 2020 to Sep 04, 2020 -

MTSS Academic team will create calendar for cycles of intervention

Aug 31, 2020 to Sep 04, 2020 -

MTSS teams will establish and/or update a menu of academic and behavior interventions for all educators to utilize with students

Sep 08, 2020 to Oct 02, 2020 -

MTSS Team will review schoolwide data to determine the most up-to-date tiering model (NWEA)

Oct 05, 2020 to Oct 16, 2020 -

MTSS Academic team will facilitate MTSS planning sessions during grade level team meetings

Oct 05, 2020 to Nov 05, 2020 -

Develop a Parent Communication Plan with detailed information on the modes of communication, frequency of communication, and responsibilities of partners in the process

Aug 03, 2020 to Sep 04, 2020 -

Strategy 2

Create a timeline that sets benchmarks for introducing digital tools

Aug 03, 2020 to Sep 04, 2020 - Administration & Teacher Teams

Develop grade band lessons for technology skills that are reinforced across grade levels and academic years

Aug 03, 2020 to Sep 04, 2020 - Administration & Teacher Teams

Create opportunities for students to engage in goal setting across multiple content areas

Sep 08, 2020 to Oct 02, 2020 - Teachers & Students

Facilitate lessons on executive functioning

Sep 08, 2020 to Oct 02, 2020 - Teacher Teams

Deliver SEL lessons that embed student care and ownership

Sep 08, 2020 to Oct 02, 2020 - Teacher Teams

Facilitate parent and family engagement events that increase access to district/school digital tools and student learning platforms

Aug 31, 2020 to Sep 04, 2020 - Administration

Strategy 3

ILT will introduce CIWP theory of action and action steps during teacher professional development

Aug 31, 2020 to Sep 04, 2020 - ILT

ILT will develop a curriculum questionnaire needs assessment to engage teams of teachers in identifying gaps in current curriculum (identifying areas of strengths and weaknesses within their curriculum program)

Aug 31, 2020 to Sep 04, 2020 - ILT

Establish grade level and content team leads for curriculum professional inquiry.

Aug 31, 2020 to Sep 04, 2020 - School Administration, ILT

Create a professional learning calendar that has goals built for structured team meetings.

Aug 31, 2020 to Sep 04, 2020 - School Administration, ILT

Develop a curriculum rubric assessment tool

Sep 08, 2020 to Nov 06, 2020 -

Adjust professional learning calendar on a quarterly basis

Nov 06, 2020 to Nov 06, 2020 -

Team will engage in professional inquiry two-three times per quarter

Sep 08, 2020 to Jun 24, 2021 -

Engage in middle of year reflection on curriculum resources to determine budget priorities for next school year

Feb 05, 2021 to Feb 05, 2021 -

Engage in end of year reflection to evaluate what worked and didn't work

Jun 23, 2021 to Jun 23, 2021 -

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.

We will use all available data to assess our school. A comprehensive needs assessment will be accomplished by analyzing school-wide data, specifically state assessments (Illinois Assessment of Readiness & Illinois Science Assessment), district-wide assessments (NWEA, BOY & EOY Performance Tasks, ACCESS), and school-based curriculum assessments (Fountas & Pinnell Reading Assessment, Go Math Chapter Tests, Science Fusion Unit Assessments, and teacher-developed assessments).

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

Schoolwide reform strategies will be accomplished by providing rigorous, standards-based instruction aligned with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Technology integration, specifically one-to-one devices in Grades 2-8, allows for personalized learning in core content areas. Instruction will be differentiated to support all learners, including Diverse Learners and English Language Learners. Professional development will be provided to improve teacher instructional practices that include Diverse Learners and English Language Learners. Student data will be monitored to ensure that instruction is effective in meeting student needs. The school will offer instructional opportunities beyond the regular school day to provide opportunities for all students, including after school and summer programs.

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.

Instruction will be differentiated to support all learners, including Diverse Learners and English Language Learners. School administration will continually observe instruction and provide feedback to ensure that the core academic program is strengthened. Instructional Leadership Team will lead professional development, conduct peer observations, analyze data collected from observations, and select targeted instructional areas for improvement. Instructional Leadership Team and/or PPLC will lead core curriculum development guided by the CIWP to ensure a full, comprehensive course of study exists in all content areas.

Instructional schedules have been developed to ensure that the maximum number of minutes is spent on quality learning time. Departmental schedules have been utilized in the intermediate and middle school grades to ensure an emphasis on math and science in alignment with the school vision. Professional development has included trauma informed practices and instructional differentiation strategies to meet the needs of historically underserved populations.

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).

The school will utilize multi-tiered system of support (MTSS) teams to identify individual students that need behavioral or academic interventions. The CIWP will guide our MTSS process & practices. MTSS teams will be utilized to review student referrals, determine appropriate interventions, and monitor student progress.

The school leverages community partners to provide additional social-emotional and instructional supplements during and after school (Logan Square Neighborhood Association, Depaul Family & Community Services, Arts Communities Engaging Students [ACES] 21st Century Community Learning Center, Working In The Schools [WITS]). The school counselor provides comprehensive support to facilitate students? transition to high school.

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

Coaching support is provided to new teachers at the school level. The school collaborates with CPS Talent Office Opportunity Schools to identify high-quality teachers for current or future vacancies. The school has maintained a website, social media to promote the school community and maintained a warm and welcoming facility. Administration continues to use a rigorous recruitment and selection process during hiring to attract high-quality and highly-qualified teachers. Teacher applicant resumes are reviewed to ensure that they exhibit required certifications, qualifications, and relevant experience. Selected candidates will participate in a first round interview with administration and relevant staff members. Candidates deemed to be a good fit for the school community will participate in a teaching demonstration lesson before making a final hiring decision. Teachers will be selected based on criteria that will ensure that the teacher is high-quality and highly-qualified.

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.

The school will provide high-quality and ongoing professional development for all staff that includes academic and social-emotional learning. Instructional leaders will attend district professional development and provide teach-back sessions to increase the capacity of all teachers and staff. Staff will be encouraged to attend professional development opportunities provided by the district, network, and external partners. The school will provide notification of upcoming professional development opportunities to all teachers and staff. School professional development will be based on scientifically based research as well as staff interests and needs. The school will provide staff and seek out additional opportunities for self-reflection after professional development sessions. School will leverage district and network-level coaching support when available.

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

The school implements multiple strategies to increase parent involvement. The school hosts beginning-of-year back to school events to provide information on school procedures and expectations, such as Family Orientation and Open House. The school invites parents to celebrate the successes of their children with Students of the Month and Honor Roll breakfasts. The school advertises LSC, PAC, BAC, and Friends of McAuliffe meetings on school website and social media platforms to encourage participation throughout the year. The school provides and encourages the use of Remind technology application/web-based platform to facilitate communication between parents and teachers. The school partners with Logan Square Neighborhood Association to implement the Parent Mentor and Parents In Action programs. The school partners with Junior League to host family engagement events to strengthen the home-school connection focused on various topics (academic, healthy eating, fitness, etc). Administration utilizes social media (school website, Facebook, and Twitter) to highlight and celebrate school events. Arts Communities Engaging Students (ACES) after school program invites parents to attend culminating program performances in Winter and Spring. Arts Communities Engaging Students (ACES) provides funding for parent workshop and family field trips.

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.

The school hosts visits and tours for future Kindergarten families and students. School administration partners with community-based early childhood providers, such as Chicago Commons, to support transition. The school partners with Working In The Schools (WITS) to provide summer literacy and math learning. The school coordinates Kindergarten readiness assessments during the summer in preparation for Kindergarten class assignment.

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 professional development and team meetings will focus on teacher collaboration and the use of academic assessment results to drive instruction in the classroom. Teacher teams will also look at authentic student work to analyze quality and demonstration of concept mastery.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will receive support through the use of small group and/or individual instruction. The teacher will continuously monitor student achievement through local and classroom based assessments. The MTSS process is utilized to identify appropriate interventions and progress monitoring at all tier levels.

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 accomplish coordination and integration of programs by adhering to local, state, and federal policy governing the use of such programs. The school will ensure that programs meet the diverse and cultural needs of the school community.

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.

The Every Student Succeeds Act (ESSA) Title I school parental and family engagement plan and policy is reviewed at the beginning of year Title I PAC Organizational Meetings. Parents are encouraged to express their views about school issues during monthly parent and community meetings (Local School Council, Parent Advisory Council, Bilingual Advisory Committee, Friends of McAuliffe Organization, Logan Square Neighborhood Council Parent Mentor & Parents In Action meetings). My Voice, My School surveys are used to monitor how parents feel about school progress. A school State of the School Family Survey will be used to capture additional feedback on educational priorities and needs.

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

School administration provides a monthly calendar detailing family involvement events. Flyers are sent to parents to provide 24 hour notice and phone calls made for PAC, and BAC meetings. The BAC, PAC, LSC, FOM meetings are shared through social media, the marquee, and the school website. The Assistant Principal and English Learner Program Teacher keeps track of parent attendance.
Dates of Title I Annual Meeting: Tuesday, September 22, 2020 @ 8:00 a.m.
Dates of Title I PAC Organizational Meeting: Tuesday, September 22, 2020 @ 8:30 a.m.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The Assistant Principal, English Learner Program Teacher, Logan Square Neighborhood Association Resource Coordinator, and counselor will work with parent groups to receive suggestions related to decisions about the education of their children. The Assistant Principal, English Learner Program Teacher, Logan Square Neighborhood Association Resource Coordinator, and counselor will follow up with the administration to ensure parent communication is received and priorities are set around parent suggestions and needs.

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.

School administration will provide parents with a report of their child's performance on state and district assessment as soon as information is available and ready for distribution. Administration will ensure that the information is available in both English and Spanish.

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.

A letter will be sent home immediately to parents if their child is taught by a teacher who is "Not Highly Qualified".

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.

State of the School Address at the beginning of year and middle of year reviews curriculum, instruction, and assessments. Materials provided to parents are distributed in both English and Spanish.

PAC/BAC workshops and Parent-Teacher Conferences will address how to monitor their child?s progress (Examples include: Aspen Parent Portal, Google Classroom, Remind)

Student planners will assist parents in monitoring their child?s progress and how to work with educators.

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.

Parent workshops will be provided to assist parents in working with their children to improve academic achievement. Parent resources, including materials and technology, will be available in the parent resource room. PAC/BAC funds are used to facilitate workshops, materials, and equipment. Junior League supports parental involvement with after school/evening family engagement events. Arts Engaging School Communities (ACES) 21st Century Community Learning Center (CCLC) grant supports parent workshops.

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.

The administration will highlight effective communication strategies with staff, by presenting this information during professional development and selecting teacher leaders to share out with their colleagues. Teachers will be encouraged to use the Remind for parent communication. Professional development time at the beginning of the year will be dedicated to explore the Remind App and learn how to use it effectively; educators with previous experience will share examples of whole class and individual communication. Teachers will work to develop mutual communication with families in order to build a partnership for our students' education.

Staff members will be provided time at the beginning of each year to create a short introduction for the school website. The school website includes a directory of teachers and staff.

Professional development time at the beginning of the year will be dedicated to the Logan Square Neighborhood Association sharing details about the Parent Mentor program and other opportunities for parents to be involved in school programming.

The administration will encourage teachers to invite parents on field trips and other school 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.

School administration will collaborate with the Logan Square Neighborhood Association and other community partners (such as Working in the Schools; Ready, Set, STEM; and Junior League) in order to bring in relevant programs to our parents.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

The school will distribute all communication in English and Spanish. Communication will be available on our website, marquee, social media platforms, and phone calls. Critical information and parent meeting notices will be sent home on flyers to ensure that all families receive the relevant information. Announcements and agendas are posted publicly at the front entrance of the school.

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.)

McAuliffe Elementary School is a safe, positive and supportive community that sets high standards for learning and celebrates the achievements of each child. We, the McAuliffe School community, strive to develop and nurture well-rounded, life-long learners who are confident, creative, and critical thinkers. We engage in a well-balanced academic approach that is driven by Science, Technology, Engineering, Math and the Arts, encouraging our students to explore opportunities in our neighborhood and beyond.

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.

Formal parent-teacher conference are held on the Wednesday after the 1st and 3rd quarter. Parents are able to request parent-teacher conferences at any time during the school year.

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

Progress reports are sent home during the 5th week of each quarter. Teachers are encouraged to have on-going communication with parents to discuss questions or concerns related to student progress. Teachers are encouraged to use Remind and the district grading platform to provide regular updates to parents. Attendance and/or on track notifications are sent home every 5 weeks.

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

The main office is accessible to parents every day from 8:00 - 3:00 pm. Parents are able to leave messages for the teachers in the main office to schedule meetings. School staff encourages parents to use email, Remind, or the school website to communicate with teachers. Teachers schedule meetings before school, after school, or during preparation periods at their convenience. Administration, teachers, and staff are encouraged to be present during morning arrival and afternoon dismissal to meet with parents.

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

Parents are encouraged to volunteer in the school. Parents who want to volunteer must complete the Chicago Public Schools application online and meet the background check requirements.

Teachers will communicate volunteer opportunities (field trips, classroom performances/celebrations, family events) to parents.

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

Parents are expected to assist their children with homework, ensure their children are ready and prepared for school, and monitor progress of their child. Parents are encouraged to use the Chicago Public Schools grading platform, parent communication folder, and student agenda/planner to monitor assignments and grades.

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 able to participate in decision-making through the LSC, BAC, PAC, and/or Friends of McAuliffe groups. All parents have the opportunity to make the best decisions regarding their children by meeting

with school administration and teachers to work together collectively.

Parents are invited to participate in the school improvement planning process (Continuous Improvement Work Plan [CIWP]).

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 are selected to be Students of the Month by their homeroom teacher on a monthly basis by meeting and going above schoolwide expectations. Students will be recognized for academic performance with quarterly Honor Roll family breakfast celebrations. The Middle School has an active Student Council that promotes positive culture within the school. Students are recognized for success in academic competitions (Science Fair, Engineering Challenge, Spelling Bee, Geography Bee, Speech Contest). Parents In Action reward students for meeting recess/cafeteria expectations on a regular basis and with an end of year celebration.

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.

Goals, timeline of activities and training topics will be determined in collaboration with 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.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$1888.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00

54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$2000.00