

# Walter L Newberry Math & Science Academy ES 2020-2022 plan summary

## Team

Name	Role	Email	Access
Linda Foley	Principal	lsfoley@cps.edu	Has access
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Andrea Bonanno	Primary Teacher / LSC Teacher Rep.	AMBonanno@cps.edu	No Access
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John Stokes	Parent / LSC Member	john@stokesinvestment.com	No Access
Antonia Tsokolas	Restorative Dean / LSC Member	AFTsokolas@cps.edu	No Access

## Team Meetings

Date	Participants	Topic
02/06/2020	CIWP Team	SEF Rating
02/18/2020	CIWP Team	Investigate the metrics within Vision Portal, SEF, SQRP, On-Track data & MSMV Surveys
02/20/2020	CIWP Team	Root Causes & Framework Priorities conversation
03/02/2020	CIWP Team	Review mathematics data, engage in equity discussion & refine areas of critical need
03/18/2020	CIWP Team	Held a Google Hangout meeting to review Areas of Critical Need, Review the CIWP website and read the CIWP Planning Guide Companion
04/17/2020	CIWP Team	Feedback from team on Theories of Action
04/29/2020	CIWP Team	Virtual Check-in on the development of our Strategies and Theories of Action

Date	Participants	Topic
05/07/2020	Administration & Network 4 Team Leads	Feedback on the development of our strategies
03/20/2020	CIWP Team	Virtual meetings to develop goals and strategies
03/24/2020	CIWP Team	virtual meeting to develop goals and strategies
06/04/2020	CIWP Team	revised/edited action items in preparation for Network approval

## 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
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Reflection on survey results
- 3 - Structure for Continuous Improvement
  - 2 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
  - 2 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
- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Used SEF team surveys to determine scores.

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Used SEF team surveys to determine scores.
- 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
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 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)
  - **Evidence:** Used SEF team surveys to determine scores.
- 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
  - 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

- 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
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 4 Utilize assessments that measure the development of academic language for English learners
- 2 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:** Used SEF team surveys to determine scores.
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 3 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)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 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)
  - 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)
  - 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)

- 3 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)
- 4 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)
- 4 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)
- 3 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 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:** Used SEF team surveys to determine scores.
- 4 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 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:** Used SEF team surveys to determine scores.

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Used SEF team surveys to determine scores.
- 3 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 4 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** Used SEF team surveys to determine scores.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 2 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:** Used SEF team surveys to determine scores.
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 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)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Used SEF team surveys to determine scores.
- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 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)

- 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
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision (REQUIRED: OSEL)
- **Evidence:** Used SEF team surveys to determine scores.

## 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	2
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Relational Trust	4
4	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
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>I chose this metric because this student group is one of the largest in the school. The SY18 Metric baseline for this student group is below national growth norms and if practices do not change, their growth percentile places them just slightly above national ones at 56.95%.</p> <p>I chose this metric because the SY18 Metric baseline for this student group was 36.73%. Equity step goals for the next three years are the most ambitious in the school in comparison to other student groups, averaging approximately 6 Growth % points per year. If practices do not change by 2024, this student group's growth percentage is only at the 50th Growth percentage.</p>	African American		53.53	58.25
	Students with IEPs		49.12	55.31
<p>Vision: NWEA Attainment G2-8 (Reading)</p> <p>I chose this metric because our African-American priority group is more than 15%ile points under the SY18 school-wide baseline in Reading. Our English Learner priority group is over 30%ile points under the SY18 school-wide baseline.</p>	EL		55.63	61.23
	African American		63.94	66.77
<p>Vision: Attendance Rate</p> <p>I chose this metric because our attendance has been below the district-set goal of 97%. As a magnet elementary school with an early start, it is important that our students be in their seats and ready to learn on time to receive Tier 1 instruction and develop relationships with peers and teachers so that they may achieve academic and SEL success.</p>	Overall		95.46	95.98



Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math)  I chose this metric because this particular student group had zero growth in mathematics from SY18 (58%) to SY19 (58%) and if this trend continues, our AA males will struggle to engage meaningfully with the curriculum.	African American Male		57.48	59.21
	Overall		58.00	60.00
(Blank)				

**Required metrics (Elementary) (100% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> We probed the survey to further explore Collaborative Teachers, Collaborative Practices & School Commitment sections. We delved into Student-Teacher Trust and Academic Personalism sections as these are trending downward.				4.00	5.00

**Custom metrics (0% complete)**

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

**Strategies**

**Strategy 1**

If we do...	identify the big ideas that define what students should know and be able to do as a result of Literacy instruction
Then we see...	an increase in the developments of vertically- and horizontally-aligned Literacy instructional units

which leads to...	and an increase of 10% at or above the National Attainment percentile for 2nd grade students and an overall improvement in reading skills and vocabulary for 3rd-8th grades by EOY2022 as measured by NWEA.
Budget Description	Teacher Extended Day bucket will be used for after-school team planning sessions. Substitute bucket will be used to free-up teachers during the school day for collaboration time
Tags	Curriculum, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> <li>(On-Track) Provide time for Grade Level Teams (GLT) to develop curriculum Tags:Curriculum</li> <li>(On-Track) Provide time for Grade Level Teams to analyze assessment data to develop pre- and post- common assessments based on the curriculum and that analysis. Tags:Curriculum, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>(On-Track) Schedule professional learning time with Network 4 Literacy staff to support ongoing teacher learning. Tags:Curriculum</li> <li>(On-Track) Develop school-wide scope &amp; sequence during Year 1, followed by creation of a curriculum-driven vertically- and horizontally-aligned instructional units during Year 2. Tags:</li> </ul>

**Strategy 2**

If we do...	school-wide professional learning and collaborative work time around mathematics curriculum that aligns to expectations of the CCSS through "big ideas" and includes real world application
Then we see...	students engaged in authentic mathematical thinking around the learning standards and developing a deeper connection to their learning
which leads to...	an increase in student ownership as indicated by On-Track with an increase of 3rd-8th standings to 65% & overall NWEA 3rd-8th growth students will be at or above the 60th%ile.
Budget Description	Teacher Extended Day buckets. Substitute buckets.

Tags	Leadership for Continuous Improvement, Curriculum, Instruction, Personalized Learning: Authentic Learning, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>(Not started) Develop a SY21 calendar of professional learning for teachers of mathematics and communicate dates and topics of the PD to them.</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Schedule time with Network 4 Mathematics staff to provide ongoing teacher professional learning</li> </ul> <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Develop parent informative events to better equip the community to support students in learning math &amp; science standards.</li> </ul> <p>Tags:FACE2: Parent Engagement</p>

**Strategy 3**

If we do...	if we develop teacher leadership through professional development, consensus-building around prioritization, strong decision-making around balanced assessment & grading
Then we see...	a shared commitment to school vision and beliefs, school-wide strategies and goals
which leads to...	effective distributed leadership and teacher collaboration and Collaborative Practices (50-neutral) & Collective Responsibility at (45-neutral) results on 5Essentials survey
Budget Description	
Tags	Leadership for Continuous Improvement, Assessment: Balanced Assessment and Grading, Equity: Fair Policies and Systems, Equity: Liberatory Thinking
Action steps	<ul style="list-style-type: none"> <li>(Not started) Within a grade band, teacher grade level teams develop common writing rubrics used for determining student acquisition and mastery of learning standards.</li> </ul> <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> <li>(Not started) Develop and communicate a quarterly calendar for grade level teams to meet and collaboratively plan instructional units around a cycle of assessment review, learning standards review and instructional grouping.</li> </ul>

	<p>Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(On-Track) Develop a SY21 master schedule to allow for grade level collaborative planning to take place.</li> </ul> <p>Tags:Budget &amp; Grants, Equity: Resource Equity, ODLSS: Service Delivery, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(On-Track) Engage in beliefs discussions around balanced assessment, grading, Categories/Weights in order to create a more equitable student experience.</li> </ul> <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> <li>(On-Track) Develop a system for Grade Level Teams to review On-Track measures &amp; make instructional decisions.</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(On-Track) Develop a regular schedule for grade band meetings.</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(On-Track) Build teacher capacity around supportive and equitable/restorative practices to discipline.</li> </ul> <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p>
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**Strategy 4**

If we do...	a system for continuous staff learning and implementation of SEL Tier 1 supports and structures,
Then we see...	increased staff knowledge and curricular integration within instruction, increased comfort to consistently develop, teach and assess SEL standards and nurture stronger staff-student-family connections,
which leads to...	decreased office referrals by 50%, increases in classroom daily attendance placing the school at 97% or higher each month and an increase in the Student-Teacher Trust portion of the 5Essentials by SY22.
Budget Description	Professional Development, Attendance Incentives, funding Dean position & SEL curriculum
Tags	Relational Trust, Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices
Action steps	<ul style="list-style-type: none"> <li>(On-Track) Provide ongoing Leader in Me training and access to the Leader in Me online resources</li> </ul>

	<p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> <li>• (On-Track) Develop a year-long SEL professional learning calendar led by the Counselor, Dean and other behavior support specialists</li> </ul> <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> <li>• (Not started) Periodic student surveys that a tied to 5Essentials and lead towards culture and climate improvements.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (On-Track) Periodic staff surveys that a tied to 5Essentials and lead towards culture and climate improvements.</li> </ul> <p>Tags:</p>
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# Action Plan

## Strategy 1

On-Track Oct 30, 2020

Provide time for Grade Level Teams (GLT) to develop curriculum

Sep 01, 2020 to Jun 18, 2021 - Principal & AP

On-Track Nov 11, 2020

Provide time for Grade Level Teams to analyze assessment data to develop pre- and post-common assessments based on the curriculum and that analysis.

Jun 12, 2020 to Aug 23, 2020 - Principal, AP & Literacy Teacher Leaders

On-Track Nov 11, 2020

Schedule professional learning time with Network 4 Literacy staff to support ongoing teacher learning.

Aug 01, 2020 to Jun 18, 2021 - Principal, AP, ILT, Literacy Teacher Leaders & Network 4 Support

On-Track Oct 22, 2020

Develop school-wide scope & sequence during Year 1, followed by creation of a curriculum-driven vertically- and horizontally-aligned instructional units during Year 2.

Jul 01, 2020 to Jun 17, 2022 - Principal, AP, ILT, all literacy teachers & Network 4 Support

## **Strategy 2**

Develop a SY21 calendar of professional learning for teachers of mathematics and communicate dates and topics of the PD to them.

Jul 01, 2020 to Aug 01, 2020 - Principal, AP, Math Teacher Leader & CIWP Team

Schedule time with Network 4 Mathematics staff to provide ongoing teacher professional learning

Aug 01, 2020 to Jun 18, 2021 - Principal, AP & PPLC

Develop parent informative events to better equip the community to support students in learning math & science standards.

Sep 01, 2020 to Jun 18, 2021 - Principal, AP Math Teachers & Science Teachers and CIWP Team

## **Strategy 3**

Within a grade band, teacher grade level teams develop common writing rubrics used for determining student acquisition and mastery of learning standards.

Sep 08, 2020 to May 24, 2021 - Principal, AP & ILT

Develop and communicate a quarterly calendar for grade level teams to meet and collaboratively plan instructional units around a cycle of assessment review, learning standards review and instructional grouping.

Jul 01, 2020 to Aug 31, 2020 - Principal, AP & ILT

On-Track Oct 30, 2020

Develop a SY21 master schedule to allow for grade level collaborative planning to take place.

Jul 01, 2020 to Aug 31, 2020 - Principal, AP, Case Manager & Scheduling Committee

On-Track Oct 05, 2020

Engage in beliefs discussions around balanced assessment, grading, Categories/Weights in order to create a more equitable student experience.

Sep 03, 2020 to Jun 18, 2021 - Principal, AP, CIWP Team & ILT

On-Track Nov 17, 2020

Develop a system for Grade Level Teams to review On-Track measures & make instructional decisions.

Sep 03, 2020 to Jun 17, 2022 - Principal, AP, CIWP Team, ILT & all teachers

On-Track Nov 10, 2020

Develop a regular schedule for grade band meetings.

Sep 03, 2020 to Jun 17, 2022 - Principal, AP & ILT

On-Track Nov 10, 2020

Build teacher capacity around supportive and equitable/restorative practices to discipline.

Sep 03, 2020 to Jun 17, 2022 - Principal, AP, all teachers and staff

## **Strategy 4**

On-Track Nov 10, 2020

Provide ongoing Leader in Me training and access to the Leader in Me online resources

Sep 01, 2020 to Jun 18, 2021 - Principal, AP, Counselor, Dean of Students

On-Track Nov 19, 2020

Develop a year-long SEL professional learning calendar led by the Counselor, Dean and other behavior support specialists

Aug 01, 2020 to Jun 18, 2021 - Principal, AP, Counselor & Dean

Periodic student surveys that a tied to 5Essentials and lead towards culture and climate improvements.

Sep 03, 2020 to Jun 17, 2022 - Principal, AP, CIWP Team & classroom teachers

On-Track Oct 20, 2020

Periodic staff surveys that a tied to 5Essentials and lead towards culture and climate improvements.

Sep 03, 2020 to Jun 10, 2022 - Principal, AP, ILT, PPLC & CIWP Team

## **Fund Compliance**

### **ESSA Program**

[X]

ESSA Schoolwide Program

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

[ ]

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

## ESSA Schoolwide Program

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

Each school year, students in grades K-2 take ongoing reading (Amplify) and math (Dibbles) assessments to determine their growth in proficiency and mastery. In Grades 2-8, students take the NWEA assessment at least twice per year to determine growth and attainment.

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

On a school-wide basis, Newberry Academy staff implements the Multi-Tiered Systems of Support (MTSS) process to identify struggling students and intervene.

**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.**

Through ongoing interim assessments such as NWEA, Amplify and Dibbles, teachers identify student growth and development. The MTSS process provides the needed intervention so that students can fully participate with grade level peers.

**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).**

Within our Counseling Department, the Counselor provides high school transition services and college career awareness to students, as well as meets with families. Both the Counselor and Dean provide mentoring and counseling to target populations of students in need of SEL support.

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

When positions are available, Newberry school administrators participate in career fairs as they become available. Additionally, teacher peers participate in group interviews alongside administrators so as to attract the most qualified individuals to the staff.



**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.**

Within the professional learning plan for each school year, teachers and staff participate in ongoing learning focused around Leader in Me paradigms, how to appropriately instruct within a balanced literacy framework, math and literacy and CCSS alignment.

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

Each year, teacher leaders provide in-service for parents during the school day whereby families learn best practices for supporting their children through literacy development at home. Presentations are aligned to a balanced literacy framework so that parents understand how to help their children grow as young readers.

**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.**

Within the Pre-School classroom, the teacher utilizes Teaching Strategies Gold to assess ongoing progress so students are ready for Kindergarten literacy skills.

**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.**

Teachers re actively involved in the MTSS structure so that their input and continued learning become part of student interventions.

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

The Multi-Tiered Systems of Support (MTSS) framework includes classroom teachers, Counselor, Dean and Related Service Providers (RSP) who administer administer assessments to students as well as assist in determining interventions to be used inside and outside the classroom.

**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.**

Students participate in violence and bullying prevention as well as Internet safety presentations. Parents participate in an Internet Safety presentation each year.

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## **ESSA Targeted Assistance Program**

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## **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.**

Newberry administration will distribute the Parent & Family Engagement Policy to families and have this document, as well as the CIWP, available online. The Title 1 Parent Advisory Council (PAC) will work with the Principal to implement the plan.

**The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting**

Each September, the Principal will hold the Annual Title 1 meeting as well as the PAC Organizational meeting to encourage parent involvement in their child's education as well as the implementation of designated Mandatory Parent Involvement funds. Notices will be posted within the mandated timeframe and done so publicly on the exterior of the school, interior and on the school website.

**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.**

Parents may bring concerns to a variety of bodies who can assist in responding: the Newberry Local School Council, Title 1 PAC, the Bilingual Advisory Council (BAC), school administration, individual classroom teachers.

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

Parents are presented with paper copies of their child's NWEA progress at the end of each year as well as when they request it from the teacher or Main Office. During Parent-Teacher Conferences, teachers

provide an additional paper copy of assessment progress to families and discuss plans for continued growth.

**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.**

Paper copies of this information are distributed to families if a classroom teacher who instructs their child is considered not "highly qualified" as defined in the Title 1 Final Regulations.

**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.**

The Newberry Academy Principal will work with parents and staff leadership teams to develop, advertise and execute parent workshops throughout the school year to assist them in understanding tenets of the academic programming.

**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.**

Information, resources, materials and trainings will be made available to families during monthly PAC meetings as well as trainings during the school year. Announcements for these opportunities will be disseminated to parents paper and electronically.

**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.**

Staff will maintain appropriate two-way communication with families to keep them informed of their child's academic progress. This will be accomplished in person and electronically.

**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.**

Guest speakers will participate in the monthly Title 1 PAC meetings to provide parents to further support parents and families in participation in their child's education.

**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.**

Information and announcement are disseminated in both paper and electronic forms, as well as through the school website. When translation is needed, the school will work to provide this accommodation to ensure clarity in communication.

### Policy Implementation Activities

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

**In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.**

**The school will coordinate the parent and family engagement programs identified in the CIWP.**

**The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.**

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

n/a

### School-Parent Compact (Complete)

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

Through the integration of technology, with an emphasis on reading, math and science, Newberry Academy will all students a program of high standards.

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

Newberry follows the CPS calendar and adheres to parent-teacher conference dates. Conferences are held at a time which has been publicly advertised to all families.

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

Newberry Academy staff will provide paper copies of report cards to families during conferences as well as upon request during other times of the school year.

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

The school provides ongoing professional learning around school-wide learning goals to staff. This is accomplished through mentoring, training and professional readings.

**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.**

Through the Local School Council, Title 1 PAC, BAC and Friends of Newberry, parents have a variety of options to volunteer. Teachers will advertise classroom-based volunteer opportunities throughout the year.

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

Parents can support their child's learning through communication with the classroom teacher, attendance at parent meetings, attendance at school-wide events and other trainings.

**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 informed and consulted with when classroom-based interventions re utilized to promote academic growth.

**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).**

Newberry Academy follows the Leader in Me philosophy, which teaches students the necessary tools they need in life to be successful. Habits students learn within this framework reinforce attendance, accountability to self and others, as well as overall preparation for making good choices.

## **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.**

Title 1 PAC goals are to provide parents with ongoing training opportunities that instruct them how to support the school's balanced literacy framework at home and how to support the school-wide Leader in Me philosophy at home.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$500.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00
<b>54125</b>	<b>Consultants</b> 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)	\$500.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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.	\$258.00