

William H Prescott Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Erin Roche	Principal	eroche@cps.edu	Has access
Amanda Malsch	Assistant Principal	ajmalsch@cps.edu	Has access
Jennifer Phares	Teacher-- 3rd grade ELA	jrnovak@cps.edu	No Access
Amanda Kirshner	Teacher-- 1st grade	amhazelip@cps.edu	No Access
MJ Ross	Special Education Classroom Assistant	mjross@cps.edu	No Access
Eric Marcus	Parent	ericsmarcus@gmail.com	No Access
Jennifer Lister	Parent	jlistner1967@hotmail.com	No Access
Jeff Marren	Parent	jeff@jeffmarren.com	No Access
Maggie Moran	Sped middle school math Teacher	mtmoran@cps.edu	No Access

Team Meetings

Date	Participants	Topic
02/04/2020	Local School Council	Review 2018-20 CIWP and Prescott 2021 5-year strategic plan

Framework

Category scoring

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

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.

- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 4 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:** 1. Celebrate quality teaching and learning-- weekly Kudos section in Staff Bulletin; 12 Flex PD Faculty meetings; 10 Town Hall/PPLC meetings; 2. Celebrate in depth a teacher at LSC meetings-- introduce teacher, tour their classroom, ask questions 3. Proactively engaging teachers and staff in identifying individual student needs, facilitating teacher and staff-led solutions and plans, providing support and resources for solutions and plans, following up to ensure high-quality implementation. 4. Strongly encouraging new instructional practices (e.g., middle-school Social Studies discussion; Units of Study in middle school; 1st grade skills-instruction in ELA small groups) 5. Proactively engaging teachers and staff regarding perceived problems and systems-based solutions-- e.g., teacher perception of Math in Focus' weaknesses--> engaged teachers in soliciting a comprehensive profile of math instruction at Prescott by external expert (highly recommended by different references). 6. External compliance requirements have demanded school admin time and expertise, which has lessened support for instructional improvements
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 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:** 1. Fall and MOY teacher data presentations to colleagues is a very strong cycle of improvement (ongoing inquiry) 2. Team Professional Development plans strongly support cycles of improvement 3. Providing time for teachers to plan and debrief visits to each others' classroom to build instructional capacity

and consistency. 4. Providing time and structures for teacher teams to gather and analyze student learning data-- BAS, ISEL, NWEA, IAR, unit assessments, writing samples 5. Providing time and high-quality professional development during Flex PD and the two PD days (Nov and Feb) to achieve schoolwide goals. 6. Grant from Alliant Credit Union Foundation provides \$15,000 of books to advance students' independent reading habits and interests. 7. LSC hears from teachers and admin about updates on SEL improvements 8. The Sodexo-led custodians do not always clean well. 9. Student work are prominently displayed and reflect diverse backgrounds of students; and there are many visual reminders in the staff bulletin, LSC agenda, monthly newsletter regarding the school's vision, mission, and learning expectations.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 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:** SEL: Responsive Classroom extensively implemented via Morning Meetings, content-embedded SEL Classroom libraries have over 500 books each that well represent diverse student backgrounds; total books in the school number over 10,000, which is higher than the recommended ratio of 9:1 books:students. Curriculum is well aligned to CCSS according to the curriculum guides; however, teacher supplements to the curricula may have deviated from CCSS. This needs to be mapped.
- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 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:** REACH teacher observations indicate very strong evidence of providing students with frequent, formative feedback (3d), differentiating instruction, using questioning and discussion techniques to deepen student understanding (3b), engaging students in learning fostering independence (3c). Next steps to improve: g. Create opportunities for students to provide input on

how their learning will be evaluated h. Create opportunities for students to decide where they learn best, based on their strengths, interests, needs, and the current instructional task i. Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation. b. Use techniques that enable students to formulate their own questions, engage each other in authentic discussions about content, and respectfully challenge one another using viable arguments based on evidence c. Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers d. Require students to cite textual evidence to support/develop a claim e. Guide students to articulate the relevance of the objective(s) to learning f. Anticipate possible student misunderstanding g. Enable students to contribute to extending the content by explaining concepts to their classmates

- 4 - Balanced Assessment and Grading
 - 4 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
 - 4 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
 - 4 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Next steps are to further calibrate across teachers to ensure consistency and fairness of the assessment of learning; and to align assessments to CCSS and IAR.
- 4 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 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)

- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 3 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 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)

- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** BOY and MOY teacher and staff data presentations to colleagues are extremely reflective. The MtSS team regularly communicates with staff, admin and parents; and MtSS team regularly gives trainings to teachers in BOY and Flex PD days.
- 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:** High School Night and Daniel Murphy Scholarship fully supports all students to be accepted at college-prep high schools. Need district to allow school to return to Track E quasi-year round school calendar to mitigate or eliminate summer learning loss, which devastates our students annually. Need to plan for students who transition into the school mid-year as well as after Kindergarten in order to catch them up on content knowledge, skills, SEL, typing, executive functioning, and ways of thinking.

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:** 1. Daily Morning Meetings a la Responsive Classroom SEL framework 2. Embedded SEL in content areas 3. Ongoing monthly Responsive Classroom training for staff in 10 RC components 4. Ongoing SEL professional development for all staff during the only two principal-directed PD days (Nov and Jan)
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders

- 3 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:** 3rd graders annually research and write persuasive essays to the principal and then present the to the principal in front of classmates and parents. The Student Council actively proposes ideas for improvement. Teachers engage students in daily Morning Meetings that engage students in thinking about their environment and ways they can improve it and themselves. Significant additional time, financial, and positional resources from the district are required to elevate this work.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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:** Teachers and staff build strong, positive relationships with all students. Teachers and staff pro-actively reach out to and build strong, positive relationships with families who reciprocate. Significant additional financial, positional, and time resources are needed from the district to further elevate this category.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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:** Teachers and staff hired by the principal build strong, positive classroom cultures through daily Morning Meetings and learning activities. Teachers and staff hired by the principal provide multiple ways for students to repair relationships, use logical consequences that restore trust, and a variety of re-entry and ongoing supports for struggling students. Significant additional financial, positional, and time resources are needed from the district in order to further elevate this category. For significant, constant extremely unsafe student behavior, the district needs to provide immediate, direct support beyond emergency SECAs in order to protect other students and their learning. Aspen needs to be significantly improved for efficiency in order for administrators to spend less than 30 min just filling out paperwork.
- 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)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 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:** The school proactively invites and recruits families (200+ attendance) to back-to-school Prescott Popsicle Party, Kindergarten Orientation, Curriculum Night, Family Reading Night, High School Night, STEM Family Night, 4 Recognitions of Learning, 2 drama productions, movie nights, dance parties, and more. In addition to the district information at Parent-Teacher Conferences, the school also sends parents detailed information, explanation, and next steps regarding their children's learning growth regarding the Benchmark Assessment System and the NWEA-MAP. Teachers and staff schedule parent meetings with Spanish-language interpreters. The district needs to provide additional resources for the school to translate all parent information to Spanish, Urdu, Mandarin, Vietnamese, Polish, Burmese, Arabic, etc. To conduct home visits, the district needs to provide significant additional financial resources to contract with social service agencies. The school complements well its values and programs with the Chicago Children's Choir, DePaul University student-teachers and Dept of Science, the Erikson Institute student-teachers, the University of Illinois at Chicago student-teachers, the Chicago Literacy Group, and the Beverly Arts Center.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Physical and Emotional Safety	1
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Relational Trust	0
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.

Area of Critical Need 1	Reading growth among students with IEPs and ELs
Root Cause 1	Not all students are using SEL skills in content areas
Area of Critical Need 1	Math growth among students with IEPs and ELs
Root Cause 2	Not all students are using SEL skills in content areas
Area of Critical Need 3	Math growth in 4-8th grade across student groups
Root Cause 3	Alignment of math curricula and assessments to CCSS

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Students with IEPs		75.00	75.00
Many ELs who have not grown significantly also have IEPs; furthermore, non-ELs with IEPs have not grown significantly in past years.				
SQRP: National School Growth Percentile - Math (Grades 3-8)	EL		75.00	75.00
Many ELs who have not grown significantly also have IEPs; furthermore, non-ELs with IEPs have not grown significantly in past years.				
Vision: NWEA Growth G3-8 (Math)	Overall		75.00	75.00
Grades 4-5, 6, and 8 did not grow significantly last year				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Supportive Environment: The 6-8th grade math teacher went on leave of absence from Jan-June without notice, and the 4th grade math teacher went on leave in April and the permanent sub left for a personal emergency in May. The 5th graders significantly struggled with SEL skills.				5.00	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...	align SEL assessments, SEL standards, and subject content instruction
Then we see...	increased student SEL mastery
which leads to...	improved student access to content and Common Core State Standards mastery
Budget Description	
Tags	CBE: SEL Integration, OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will align SEL to embed in the content area unit plans Tags: Social emotional learning (Not started) Teachers will align SEL assessments to embed in the content area unit plans and SEL stand-alone unit plans. Tags: CBE: SEL Integration, OSEL: SEL Instruction (Not started) Teachers will align SEL instructional practices to embed in the content area unit plans. Tags: CBE: SEL Integration, OSEL: SEL Instruction (Not started) Staff will identify staff SEL needs and build plan to provide outlets and resources Tags: CBE: SEL Integration, OSEL: SEL Instruction

Strategy 2

If we do...	re-examine Common Core State Standards (CCSS) and compare and match to curricula that moves away from algorithm-based instruction and embraces students' deep conceptual understanding
Then we see...	the best math curricula to advance student learning according to CCSS
which leads to...	increased student mastery of CCSS grade-level expectations, as seen in the Illinois Assessment of Readiness (IAR).
Budget Description	1. Extensive team time to review curricula and compare to CCSS 2. \$15,000 for coach to lead the process 3. Extensive time to pilot and explore curricula. 4. \$50,000+ for possible math overhaul, depending on the decision outcome to #1

Tags	STE(A)M Schools: K-12 Program of Study (SSS5)
Action steps	<ul style="list-style-type: none"> (Not started) Teachers who teach students math will work with coach to compare CCSS and math curricula to see which curricula has high (90%+) match to CCSS and its expectation of students' deep conceptual understanding. Tags:STE(A)M Schools: K-12 Program of Study (SSS5) (Not started) Teachers who teach students math will work with coach create a plan and enact it to pilot and explore key curricular areas that are vital to high-level student mastery of CCSS and deep student conceptual understanding K-8. Tags:STE(A)M Schools: Instructional Approach (SSS4) (Not started) Teachers who teach students math will work with coach to evaluate potential math curriculum that embraces deep student conceptual understanding. Tags:STE(A)M Schools: Instructional Approach (SSS4)

Strategy 3

If we do...	alignment of Physical Education (PE) scope and sequence of assessments and instructional strategies to the state PE standards, including cross-curricular connections with content areas and SEL
Then we see...	strong curricular alignment to standards as well as a data system that provides teachers a feedback loop regarding student mastery
which leads to...	high student mastery of PE learning standards as teachers follow their created scope and sequence and adjust instruction according to data provided by the feedback loop.
Budget Description	1. Extensive teacher curricular development time to create and align the PE scope and sequence of assessments and instructional strategies to state PE standards. 2. \$10,000 for a coach to guide the process 3. Teacher training curricular planning 4. \$5,000 for teacher training, to pay teachers to learn the state PE standards, and/or materials to build an assessment system for a feedback loop. 5. \$10,000 for instructional materials and equipment that is identified through the process.
Tags	Health & PE: Grading, Health & PE: Health Education Skill-Based Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Understand in depth the state's PE standards Tags:Physical and Emotional Safety, Health & PE: Grading, Health & PE: Health Education Skill-Based Curriculum (Not started) Create and align the PE scope and sequence of assessments and instructional strategies to state PE standards.

	<p>Tags:Health & PE: Grading, Health & PE: Health Education Skill-Based Curriculum</p> <ul style="list-style-type: none"> (Not started) Design summative and formative assessment system that provides students, teachers, and parents data regarding student mastery of state PE standards <p>Tags:Health & PE: Grading, Health & PE: Health Education Skill-Based Curriculum</p>
--	---

Strategy 4

If we do...	re-examine state and national Social Studies (SS) standards and compare and match to current and potential SS curricula
Then we see...	the identification of highly aligned SS curricula and set of assessments to advance student learning according to the set of standards and integrate with Social Emotional Learning (SEL)
which leads to...	increased student mastery of SS grade-level expectations, as measured the SS assessments that align with standards selected.
Budget Description	1. Extensive team time to review curricula and compare to SS standards 2. \$15,000 for coach to lead the process 3. Pay teachers during summer and after school to explore curricula. 4. \$50,000+ for SS instructional materials, assessments
Tags	Curriculum, Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Teachers who teach students SS will work with coach to compare SS standards and curricula to see which curricula has high (90%+) match to SS standards <p>Tags:Curriculum, Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> (Not started) Teachers who teach students SS will work with coach create scope and sequence with summative and formative assessment system to provide data by which teachers can adjust instruction as well as to report to students, families, and school student mastery. <p>Tags:Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading</p>

Action Plan

Strategy 1

Teachers will align SEL to embed in the content area unit plans

Jul 01, 2020 to Jun 16, 2021 - Coach, Teachers, principal, AP

Teachers will align SEL assessments to embed in the content area unit plans and SEL stand-alone unit plans.

Jun 01, 2020 to Jul 16, 2021 - Teachers, principal, AP, coach

Teachers will align SEL instructional practices to embed in the content area unit plans.

Jun 01, 2020 to Jul 16, 2021 - Coach, Teachers, principal, AP, Counseling

Staff will identify staff SEL needs and build plan to provide outlets and resources

Jul 01, 2020 to Feb 12, 2021 - Coach, staff

Strategy 2

Teachers who teach students math will work with coach to compare CCSS and math curricula to see which curricula has high (90%+) match to CCSS and its expectation of students' deep conceptual understanding.

Jul 01, 2020 to Aug 28, 2020 - Teachers, coach

Teachers who teach students math will work with coach create a plan and enact it to pilot and explore key curricular areas that are vital to high-level student mastery of CCSS and deep student conceptual understanding K-8.

Sep 07, 2020 to Jun 11, 2021 - Teachers, coach

Teachers who teach students math will work with coach to evaluate potential math curriculum that embraces deep student conceptual understanding.

Jul 06, 2020 to Aug 28, 2020 - Teachers, coach

Strategy 3

Understand in depth the state's PE standards

Jul 01, 2020 to Oct 01, 2020 - Teachers, coach

Create and align the PE scope and sequence of assessments and instructional strategies to state PE standards.

Jul 01, 2020 to Jun 01, 2021 - Teachers, coach

Design summative and formative assessment system that provides students, teachers, and parents data regarding student mastery of state PE standards

Jul 01, 2020 to Jul 01, 2021 - Teachers, coach

Strategy 4

Teachers who teach students SS will work with coach to compare SS standards and curricula to see which curricula has high (90%+) match to SS standards

May 03, 2021 to Jun 17, 2022 - teachers, coach

Teachers who teach students SS will work with coach create scope and sequence with summative and formative assessment system to provide data by which teachers can adjust instruction as well as to report to students, families, and school student mastery.

May 03, 2021 to Jun 17, 2022 - teachers, coach

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement

standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

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

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The school holds regular Local School Council meetings at which parents receive information regarding parent programs such as Family Nights, Curriculum Night, and High School Night, and ways that parents can be involved in school improvement.

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

Throughout the school year, parents are invited to a multitude of meetings and work sessions that involve parents in improving the school, such as Local School Council meetings, BAC meetings, Prescott Parents meetings, Curriculum Night (September), Family Reading Night (October), High School Night (November), Family STEM Night (February), Kindergarten Meet 'n' Greet, Kindergarten Orientation & Readiness meeting, Parent-Teacher Conferences (November & April), and Room Captains (collaborating with classroom teachers).

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 school's Curriculum Night, Local School Council meetings provide detailed information about the school's curriculum, assessments, and instruction, so parents know expectations of student learning and ways they can collaborate with teachers and their children to get them to grade level and above on their way to enrollment in college-preparatory high schools. The school's assessments include the Illinois Snapshot of Early Literacy (ISEL), the Benchmark Assessment System (BAS) by Fountas and Pinnell, NWEA in Reading and Math, and end-of-unit math and science assessments.

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

The school shares the state-distributed reports on the Illinois Assessment of Readiness (IAR), formerly known as the PARCC, with students and their families

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.

The school sends the district-provided reports to parents in these areas.

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 school no longer receives Title I funding. Still, the school continues to provide extensive information at Curriculum Night, Kindergarten Orientation, regular Local School Council meetings, and triennial reports on student achievement in assessments (ISEL, BAS, NWEA) about content standards and learning expectations, the assessments that measure student achievement of mastery of the content standards and learning expectations, ways that student progress is monitored, and the ways that families and teachers work together to support students.

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.

The school no longer receives Title I funding. Still, the school continues to provide extensive training and support to families at Curriculum Night, Kindergarten Orientation, regular Local School Council meetings, triennial reports on student achievement in assessments (ISEL, BAS, NWEA), and weekly class-based newsletters to improve student academic achievement and to encourage increased family engagement.

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 school works with parents with the message, "Parents are our children's first teachers" and we need to work together to strengthen the home-school connection. This is done through monthly Celebrations of Learning at which students present to the student community and parents their classroom learning as well as through Prescott Parents meetings, Open House (August), Family Reading Night (September), Family Science Night (December), Family Math & Reading Night (May), Kindergarten Meet 'n' Greet, Kindergarten Orientation & Readiness meeting, and Room Captains (collaborating with classroom teachers).

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.

The school does not have PreK but does refer families to the district's PreK programs.

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.

Monthly newsletters are sent to families in which parent groups also share information with the wider parent community of the school. As much as possible and is able, communication is provided in multiple languages

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.)

The mission of Prescott Magnet Cluster School, a Literature and Writing school, is to nurture creative minds and caring hearts that contribute significantly to their communities, through: rich and rigorous academic experiences that are tailored to individual needs, divergent thinking and artistic expression, work in collaborative teams, and supportive partnerships.

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

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

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

Parent-Teacher Conferences are scheduled annually in November and April 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.

By appointment; all phone calls returned within 48 hours; November and April Report-Card Pick-up parent conferences
Example: During two Teacher-Parent Conference Days, and by appointment during the school year and summer.

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.

Volunteering in the library, Room Captains, Family Reading and Math Nights materials and logistics, coaching athletics, Super Parents (monitoring students at lunch and recess); Visiting classrooms by appointment throughout school year; field trip chaperones; Prescott Parents non-for-profit; grant-writing.

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

Parents are encouraged to assist with class activities including mentoring, assisting with student projects, participating in field trips, helping to set up classroom displays.

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 participate in the education of their children through collaboration with teachers at Curriculum Night (September), Family Reading Night (October), Family STEM Night (February), two Parent-Teacher Conferences (November and April), and on-going informal parent meetings. The Local School Council meets regularly to discuss the decisions relating to the education of their children. The annual My Voice, My Survey survey consults parents for their input regarding school improvement.

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).

Teachers and students work together to create a positive, safe learning environment. When students feel connected to school through rich, engaging, rigorous, curricula, regular feedback to students about their learning, inter-active and individually-tailored instruction, strong peer-peer and student-teacher relationships, then students are likely to have high attendance, few disciplinary problems, strong motivation to learn, and persistent problem-solving.

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.

The school does not receive Title I funding. The school will continue to host Curriculum Night (aka, Open House), Family Reading Night, and Family STEM Night. As parent leaders request, the school introduced a series of parent workshops on Responsive Classroom (SEL), standardized testing, and preventing summer learning loss; the school plans on building on this series of workshops for future years, pending adequate funding.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00

53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00