Frank W Reilly Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	CIWP Team, ILT, teachers, LSC member/parent	SEF / Team
02/05/2020	CIWP Team, ILT, teachers, LSC member/parent	SEF Framework Collecting Evidence and Ranking

Date	Participants	Topic
02/06/2020	CIWP Team, ILT, teachers, LSC member/parent	SEF Framework Collecting Evidence and Ranking
02/07/2020	CIWP Meeting with district and Principal	Root Cause Analysis
03/25/2020	CIWP Team, ILT, teachers, principal	Root Cause Analysis/Priorities
03/27/2020	CIWP Team, ILT, teachers, principal	Root Cause Analysis/Priorities
03/30/2020	CIWP Team, ILT, teachers, principal	Root Cause Analysis/ Priorities
03/31/2020	CIWP Team, ILT, teachers, principal	Review SEF Categories
04/01/2020	CIWP Team, ILT, teachers,principal	3 priorities: curriculum, mtss, leadership
04/06/2020	CIWP Team, ILT, teachers, principal	3 priorities: curriculum, mtss, leadership
04/07/2020	CIWP Team, ILT, teachers, principal	3 priorities: curriculum, mtss, leadership
04/08/2020	CIWP Team, ILT, teachers, principal	Revisit Framework along with ratings and priorities
04/09/2020	CIWP Team, ILT, teachers, principal	Revisit Framework along with ratings and priorities
04/10/2020	CIWP Team, ILT, teachers, principal	Structure for Continuous Improvement
04/13/2020	CIWP Team, ILT, teachers, principal	Quality and Character of School Life Section
04/14/2020	CIWP Team, ILT, teachers, principal	Supportive Approaches, Family & Community Engagement
04/15/2020	CIWP Team, ILT, teachers, principal	Areas of Critical Needs
04/17/2020	CIWP Team, ILT, teachers, principal	MTSS
04/21/2020	CIWP Team, ILT, teachers, principal	MTSS and metrics
04/24/2020	CIWP Team, ILT, teachers, principal	MTSS, EL, Curriculum, and Balanced Assessment discussion
04/28/2020	CIWP Team, ILT, teachers, principal	Reviewing Theories of Action and Action steps
04/29/2020	CIWP Team, ILT, teachers, principal	Strategies 1 an 2
05/08/2020	CIWP Team, ILT, teachers, principal	MTSS, Curriculum and Leadership
05/11/2020	CIWP Team, ILT, teachers, principal	Data reviewed from 5 year portal to align with metrics; action steps

Date	Participants	Topic
05/12/2020	CIWP Team, ILT, teachers, principal	Action Steps, Family Involvement, Fund compliance
05/13/2020	CIWP Team, ILT, teachers, principal	Action Steps, Family Involvement, Fund compliance

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

- 2 - Leadership for Continuous Improvement
  - o 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 2 Enable staff to focus and prioritize what matters most
  - o 2 Employ the skills to effectively manage change
  - o 2 Make ?safe practice? an integral part of professional learning
  - o 1 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: 5 Essentials (1 year and year changes) Teacher Surveys Lead 180 (PD) / ILT Agendas (SY18, SY19) Network Support
- 2 - Structure for Continuous Improvement
  - o 1 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 1 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 2 Design professional learning (PL) to achieve school-wide improvement goals
  - o 2 Design and implement school day schedules that are responsive to student needs
  - o 2 Align the budget to the CIWP priorities and the mission of the school

- o 1 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: 5 Essentials ILT Data Analysis No induction program / Mentoring system at Reilly LSC--2nd Step (brought to LSC attention; LSC notes) Walkthroughs

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: Teacher Survey on SEL not implemented with fidelity lack of materials in English and native language for English learners
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Instruction- Student survey 5E Inconsistency with students in making choices about texts, instructional materials and tasks lack of protocols to collectively examine student work and reflect on the level of cognitive demand Summit evidence presenting during flex days and on drive (need to increase availability)
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 2 Utilize assessments that measure the development of academic language for English learners
- o 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
- o 2 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: Grade Level Meetings PD on grading / Torres? SWA (NWEA, TRC, Dibels) Alternative Means of Assessment (SS meetings) Intervention (Math with fidelity) Lexia for some students (3rd-6th?) Unit plans / lesson plans Google doc / Excel sheets Dashboard Reports
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Dashboard MTSS team needs to be established Tiering Reports (Tracking historical data) Data Bulletin Develop standardized ways of communication with families / students SAM SEF Meeting with all staff Intervention with tutors / teams with training Budgetary planning Scheduling (Tier 2/3)-- example utilizing staff (Paras) to maximize student outcomes.
- 3 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12

- o 3 READINESS ? Ensure equitable access to college preparatory curriculum
- o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- o **Evidence**: Naviance, Go cps Info. Night, Go Cps Classroom guidance, Middle School Career day Speakers, Personal Growth and Discovery, Enrichment Classes, After School Classes, Algebra Classes

Quality and Character of School Life

- 2 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 1 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Peace Circles, Peer jury, School Climate Committee, Polish Pebbles, second step, student voice committee, 5 essentials
- 2 - Student Voice, Engagement, and Civic Life
  - o 1 Study politics
  - o 1 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 1 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**: Constitution Test, Student Voice Committee, Service Learning Project, Peer Council, Met with Alderman Reboyas and Alderman Rosa, Leaders of Tomorrow
- 2 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: BHT forms, ODR Forms, discipline flow chart, Climate Culture Team
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- o **Evidence**: PBIS, Flow chart for discipline, restorative practices, peer jury, peace circles, CHAMPS, ODR forms, Dean of Student
- 2 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: bulletin boards, updated holiday decorative themes, Reilly website, F.A.C.E., open house, report card pick up day, monthly calendar, robo calls, google classroom, class Dojo, individual classroom, Middle School Contracts, Alderman Reboyas Involvement, SEL Lutheran Social Services, Polish Pebbles, Cubs Scout, Girls on the Run, Santa Letters, World Vision, Ronald McDonald, Rueda Fraternity, Marketing Club, Bernie's Books, Partnership with S.T.E.M. through Norte Dame and Northwestern, FUSE Partnership, University of Michigan

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	2

Score	Framework dimension and category	Area of focus
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
2	Quality and Character of School Life: Family & Community Engagement	**0**
2	Quality and Character of School Life: Physical and Emotional Safety	**0**
2	Quality and Character of School Life: Relational Trust	**0**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**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	Math Growth among students who are EL in grades 3-8
Root Cause 1	Lack of cognitive demand during students tasks across Math for EL student
Area of Critical Need 1	NWEA Attainment among 2nd Grade Math for EL students
Root Cause 2	Lack of Scope & Sequence alignment and quality development in the 2nd grade curriculum
Area of Critical Need 3	SQRP National Growth among 3-8 studentd in Reading students who are diverse learners.
Root Cause 3	Lack of Reading Tier 2 /3 interventions in 3rd-8th grade for all learners, including divese learners

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
Vision: NWEA Growth G3-8 (Math) We chose this metric because based on 5yr Vision Portal projections in Math will be hindered if school-wide instructional practices are not changed, therefore we prioritized in having a strong curriculam in place. In addition we want differentiated support for our EL students to avoid a possible deficiency of -8% over the next 5 years. We expect to close the gap of 4.73% (58.71% to 63.44% overall) and for EL close the gap of 11.44% (52% to 63.44%)	Overall		57.00	59.00
	EL		50.00	53.00
Vision: NWEA Growth G3-8 (Reading) We chose this metric because based on the 5yr Vision Portal projections in Reading we need to maintain a robust approach in instructional practices to have continued growth and close the growth gap of 3% over the next 5 years. (61.11% to 66.11%) This approach will achieve what is possible from an equity lens. In addition, students with IEPs will require appropriate interventions and differentiated instruction to diminish the -12% deficit over the next 5 years (40% to 66%).	Students with IEPs		42.00	47.00
	Overall		60.00	63.00
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey				40.00	46.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
On the 2019-2020 5 Essentials Survey, Reilly obtained a Partially Organized rating. We will work to obtain a Well Organized rating by 2021 and Highly Organized rating by 2022.					

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
5-Essentials-Collaborative Teachers Collective responsibility and shared ownership of instructional priorities, an increase in principal trust,an increase in teacher-to-teacher trust, shared vision of success as measured by the 5 essentials (increasing from 33-weak to 46-neutral).	33.00			40.00	46.00

Strategies

Strategy 1

If we do...	If we provide PD for teachers and collaborative work time for the development standards aligned scope & sequence that identify big ideas, culturally relevant and sustaining.
Then we see...	equitable access to high quality standards-aligned learning expectations for students that are relevant, challenging and engaging.
which leads to...	closing the gap in NWEA Math Growth 3-8 of 4.73% (58.71% to 63.44% overall) and for EL close the gap of 11.44% (52% to 63.44%)
Budget Description	Sub Buckets Teacher collaboration (extended day pay/grade level) Professional Development for curriculum Math Interventions (similar to ELA) External Partnership
Tags	Curriculum, Math: Curriculum
Action steps	• (Not started) Embed time in master schedule to extend collaboration on mathematical strategies(based on NWEA, Continuum/Descarte and RIT). Principal will collaboratively set goals, strategies, implementation and monitoring of allocated time in master schedule.

Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Math: Curriculum

- (Not started) Principal/ILT members will provide opportunities to analyze data on a quarterly basis (GLAD Meeting)--includes DWA, Unit Assessment, Grade Level aligned assessments; IXL, Khan Academy, and Checkpoint data (piloting teachers).

  Tags:Leadership for Continuous Improvement, Assessment: Checkpoint Student Assessment System, Math: Formative Assessment, Math: Curriculum

- (Not started) Principal, ILT and Grade Level Chairs will work to develop structured and agenda-focused grade level meetings using appropriate materials and Learning Continuum (NWEA) in order to inform teacher practice.

  Tags:Leadership for Continuous Improvement, Instruction, Relational Trust, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Principal will create priority agenda items--such as status of Scope & Sequence, Big Ideas, , etc, so that during team meetings (ILT, GLAD, Flex Days, PD Days, Common Prep) assures we analyze vertical and horizontal alignment of school-wide curriculum.

  Tags:Leadership for Continuous Improvement, Curriculum

- (Not started) Math teachers will conduct an analysis of Quarterly mapping of math standards: use individual/team scope/sequence of Unit Plans as a ?roadmap? of standards to address each quarter. Teachers will reflect through accessible form (i.e., Learning Journal) at the end of each quarter to assess progress/mastery and effectiveness. Administration will lead high level assessment and discussion quarterly to guide next steps in process.

  Tags:Curriculum, Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth

- (Not started) PD for technology and ?teacher-led seminars? on how to utilize curriculum material/resources by utilizing master teachers to help novice teachers. Principal will communicate expectations for remote learning use of technology for math to set roles and expected outcomes.

  Tags:Instruction, Equity: Resource Equity, Math: Curriculum

- (Not started) Admin and ILT will create a resource folder / materials and surveys to ascertain the needs of the staff to improve overall math instruction.

  Tags:Leadership for Continuous Improvement, Math: Curriculum

Strategy 2

If we do...	Develop a collaborative vision and mission that builds a high level of commitment and shared values that leads to mutual trust, respect and high expectations by the entire school community.
Then we see...	distributive leadership, consensus building, clear purpose setting, and shared investment.
which leads to...	collective responsibility and shared ownership of instructional priorities, an increase in principal trust,an increase in teacher-to-teacher trust, shared vision of success as measured by the 5 essentials (increasing from 33-weak to 46-neutral).
Budget Description	Buckets for Extended-Pay, Professional resource (Mentor Text) for all staff
Tags	Leadership for Continuous Improvement, Equity: Liberatory Thinking, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	• (Not started) Clarify and simplify the mission and vision of the school through a process of working groups, shared live document, SVC, parent engagment meetings, PAC, BAC, principal-parent metings . Make it visible for everyone. Tags:Leadership for Continuous Improvement, Student Voice, Engagement, and Civic Life, FACE2: Local School Council, FACE2: Parent Engagement, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Create opportunities to provide non-evaluative, peer observation year-round to encourage collaboration, respect, trust and shared expertise among colleagues. Principal with ILT collaboration will lead in developing guidance documents, expectations and outcomes of observations (professional growth plan, impact on instruction, and student learning). Tags:Instruction, Relational Trust, Budget & Grants, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Set the direction and create a sense of purpose through collaboration with all stakeholders on implementing a shared vision. Admin will lead how the school community can impact how school climate and culture, professional expectations, and student expectations will lead to support of shared vision. Tags:Relational Trust, FACE2: Local School Council, FACE2: Parent Engagement, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Empower all stakeholders for equitable input to make or influence significant decisions to ensure all voices are heard. Administration will provide opportunities through discussions, review of goals, open dialogue during ILT, GLT, LSC and other parent and student feedback via surveys, discussion and/or meetings. Framework of improvement plan will guide outcomes.

Tags:Family & Community Engagement, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, SSCE: Student Voice, Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Provide coaching and mentoring to support new staff and current staff according to their professional goals (transitional support for teachers who change team or grade-levels). Principal will provide guidance through PLC / Mentor meetings. Guidance documents will include orientation, purpose, roles, professional practices and Reilly learning community outcomes. Piloting teachers will meet and set yearlong timeline and check ins.

  Tags:Instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams

Strategy 3

If we do...	Provide targeted, consistent, and responsive evidence-based reading interventions (in conjunction with high quality Tier 1 instruction) to students at all tiers
Then we see...	An increase in time spent in differentiated small group instruction working toward mastery of foundational skills and ability to read and comprehend a range of complex texts
which leads to...	to increase in NWEA Growth G3-8 Reading overall from 61.11% to 66.11%. This approach will achieve what is possible from an equity lens. In addition, students with IEPs will require appropriate interventions and differentiated instruction to diminish the -12% deficit over the next 5 years (40% to 66%).
Budget Description	Resources Needed:Software platforms (IXL, Lexia), ipads, chromebooks Professional development: Reading and interventions for all students Curriculum: Newsela, Chapter Books,, Fountas & Pinnell, Lucy Calkins Units of Study Field Trips: transportation, admissions
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	• (Not started) Administration recruits and provides PD to establish 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. Admin and ILT will lead developing school-wide system (data-based decision making, documentation, monitoring, clear flowchart, implementing SPS, and assuring equitable access and identification of students to deliver appropriate interventions). Tags:Equity: Resource Equity, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Instructional Quality • (Not started) School teams will use data (NWEA, TRC, Dibels, Grades), Universal Screening Protocol and assure use of MTSS Intervention Logging Tool. Admin,

MTSS Team, and ILT will provide oversight, guidance and training on periodic use of data. Level set with expected outcomes at grade-level and content-based expectations.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Progress Monitoring

- (Not started) Incorporate the Problem Solving Process: Administration, MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas. Appropriate tiered supports for students are identified (menu of research-based interventions provided). Analysis of school-level and grade-level data will require training and building clear structures tor provide solid Tier 1 and Tier 2 & 3 supports (academic & SEL) across content areas.

  Tags:Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Administration will recruit, develop and implement an MTSS Team with a clear process and protocols to identify, support, and monitor students who are not meeting grade-level standards (Tier 2 and Tier 3). Training will be provided utilizing MTSS framework, use of data, tools, menus of intervention, connecting to BHT & SEL components. Roles and purpose, schedules will be established by admin and new team.

  Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Fidelity of Implementation, MTSS: Shared Leadership

- (Not started) MTSS Team incorporates a menu of researched-based Interventions that clearly outlines the supports, progress monitoring (PM), resources, system and structures for Tier 1, Tier 2, and Tier 3. Administration, ILT and MTSS will set expectations for ongoing progress monitoring, and evaluationg instruction/SEL interventions. Includes progress monitoring system that has a process, methods, frequency, expected outcomes, and decision-making with MTSS Team.

  Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership

- (Not started) Family & Community Engagement: Administration establishes regular communication with families to build their understanding of MTSS, the purpose of interventions, the tiered support systems, and how it will support their child. Admin will guide MTSS team to develop a system of communication that provides understanding, notification, and provide opportunities for feedback on PSP and student interventions so it leads to collaborative efforts to impact students.

  Tags:Leadership for Continuous Improvement, Family & Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement, MTSS: Family and Community Engagement

Action Plan

Strategy 1

Embed time in master schedule to extend collaboration on mathematical strategies(based on NWEA, Continuum/Descarte and RIT). Principal will collaboratively set goals, strategies, implementation and monitoring of allocated time in master schedule.

Jun 20, 2022 to Jun 20, 2022 - Teachers, Admin

Principal/ILT members will provide opportunities to analyze data on a quarterly basis (GLAD Meeting)--includes DWA, Unit Assessment, Grade Level aligned assessments; IXL, Khan Academy, and Checkpoint data (piloting teachers).

Sep 07, 2020 to Jun 20, 2022 - ILT, Admin, GLT

Principal, ILT and Grade Level Chairs will work to develop structured and agenda-focused grade level meetings using appropriate materials and Learning Continuum (NWEA) in order to inform teacher practice.

Sep 07, 2020 to Jun 20, 2022 - Admin, ILT, GLT Chairs, Teachers

Principal will create priority agenda items--such as status of Scope & Sequence, Big Ideas, , etc, so that during team meetings (ILT, GLAD, Flex Days, PD Days, Common Prep) assures we analyze vertical and horizontal alignment of school-wide curriculum.

Sep 07, 2020 to Jun 20, 2022 - Admin, ILT, GLT Chairs, Teachers

Math teachers will conduct an analysis of Quarterly mapping of math standards: use individual/team scope/sequence of Unit Plans as a ?roadmap? of standards to address each quarter. Teachers will reflect through accessible form (i.e., Learning Journal) at the end of each quarter to assess progress/mastery and effectiveness. Administration will lead high level assessment and discussion quarterly to guide next steps in process.

Sep 07, 2020 to Jun 20, 2022 - Math teachers, GLT, Admin

PD for technology and ?teacher-led seminars? on how to utilize curriculum material/resources by utilizing master teachers to help novice teachers. Principal will communicate expectations for remote learning use of technology for math to set roles and expected outcomes.

Sep 07, 2020 to Jun 20, 2022 - Admin and teachers, IT coordinator

Admin and ILT will create a resource folder / materials and surveys to ascertain the needs of the staff to improve overall math instruction.

Sep 07, 2020 to Jun 20, 2022 - Admin, ILT

Strategy 2

Clarify and simplify the mission and vision of the school through a process of working groups, shared live document, SVC, parent engagment meetings, PAC, BAC, principal-parent metings . Make it visible for everyone.

Sep 07, 2020 to Jun 20, 2022 - All Staff & community Members (Admin, Teachers, Clinicians, para, students, parents)

Create opportunities to provide non-evaluative, peer observation year-round to encourage collaboration, respect, trust and shared expertise among colleagues. Principal with ILT collaboration will lead in developing guidance documents, expectations and outcomes of observations (professional growth plan, impact on instruction, and student learning).

Sep 07, 2020 to Jun 20, 2022 - All Staff (Admin, Teachers)

Set the direction and create a sense of purpose through collaboration with all stakeholders on implementing a shared vision. Admin will lead how the school community can impact how school climate and culture, professional expectations, and student expectations will lead to support of shared vision.

Sep 07, 2020 to Jun 20, 2022 - All Stakeholders (Admin, Teachers, Clinicians, para, students, parents)

Empower all stakeholders for equitable input to make or influence significant decisions to ensure all voices are heard. Administration will provide opportunities through discussions, review of goals, open dialogue during ILT, GLT, LSC and other parent and student feedback via surveys, discussion and/or meetings. Framework of improvement plan will guide outcomes.

Sep 07, 2020 to Jun 18, 2021 - All Stakeholders (Admin, Teachers, Clinicians, para, students, parents)

Provide coaching and mentoring to support new staff and current staff according to their professional goals (transitional support for teachers who change team or grade-levels). Principal will provide guidance through PLC / Mentor meetings. Guidance documents will include orientation, purpose, roles, professional practices and Reilly learning community outcomes. Piloting teachers will meet and set yearlong timeline and check ins.

Sep 07, 2020 to Jun 18, 2021 - Principal, teacher leaders (mentor/ mentee)

Strategy 3

Administration recruits and provides PD to establish 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. Admin and ILT will lead developing school-wide system (data-based decision making, documentation, monitoring, clear flowchart, implementing SPS, and assuring equitable access and identification of students to deliver appropriate interventions).

Sep 07, 2020 to Jun 20, 2022 - All: Admin and staff (ILT, GLT, BHT)

School teams will use data (NWEA, TRC, Dibels, Grades), Universal Screening Protocol and assure use of MTSS Intervention Logging Tool. Admin, MTSS Team, and ILT will provide oversight,

guidance and training on periodic use of data. Level set with expected outcomes at grade-level and content-based expectations.

Sep 07, 2020 to Jun 20, 2022 - GLT, Admin, ILT, Diverse Teams, Paras

Incorporate the Problem Solving Process: Administration, MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas. Appropriate tiered supports for students are identified (menu of research-based interventions provided). Analysis of school-level and grade-level data will require training and building clear structures tor provide solid Tier 1 and Tier 2 & 3 supports (academic & SEL) across content areas.

Sep 07, 2020 to Jun 18, 2021 - GLT, Admin, ILT, Diverse Teams, Paras

Administration will recruit, develop and implement an MTSS Team with a clear process and protocols to identify, support, and monitor students who are not meeting grade-level standards (Tier 2 and Tier 3). Training will be provided utilizing MTSS framework, use of data, tools, menus of intervention, connecting to BHT & SEL components. Roles and purpose, schedules will be established by admin and new team.

Sep 07, 2020 to Jun 18, 2021 - Admin and teachers

MTSS Team incorporates a menu of researched-based Interventions that clearly outlines the supports, progress monitoring (PM), resources, system and structures for Tier 1, Tier 2, and Tier 3. Administration, ILT and MTSS will set expectations for ongoing progress monitoring, and evaluationg instruction/SEL interventions. Includes progress monitoring system that has a process, methods, frequency, expected outcomes, and decision-making with MTSS Team.

Sep 07, 2020 to Jun 20, 2022 - Admin and teachers

Family & Community Engagement: Administration establishes regular communication with families to build their understanding of MTSS, the purpose of interventions, the tiered support systems, and how it will support their child. Admin will guide MTSS team to develop a system of communication that provides understanding, notification, and provide opportunities for feedback on PSP and student interventions so it leads to collaborative efforts to impact students.

Sep 07, 2020 to Jun 20, 2022 - Admin and teachers

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.

Grades 2-8 (General education, bilingual education, and special education) utilize DWA, such as NWEA in Reading and Math, ACCESS, TRC/Dibels to measure student progress and academic achievement. IAR is administered on the 3rd-8th to assess student achievement in Reading and Math. This data informs all of our teachers to develop targeted interventions within all settings. The results also help select/target students who require additional interventions during the school day, after-school or summer academic programming. Kindergarten students take the KIDS Assessment in the fall, which informs SEL, Academic, and overall development. As well as, the Illinois Science Assessment (ISA); Algebra assessment in 8th grade and the 7th grade constitution assessment.

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

Schools will use/incorporate CCSS strategies that allow teachers to target all students by providing opportunities for grade level, advance level and off track level students through small or individualized group instruction. Students will be provided opportunities to participate in academic after school programs as offered by the school. Students will be referred to counseling as needed. Students in grades 6-8 participatie specific-needs activities with Counselor, such as Polished Pebbles, Supplies for Dream and school counseling staff. School will continue implementation of the Social and Emotional Learning curriculum to address behavioral, MTSS and foster a positive school culture.

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.

Teachers will utilize research-based, inquiry and instructional reading strategies and universal practices that impact all students. School wide approaches such as Orton-Gillingham and Wilson Reading System will support all learners in reading and phonemic awareness foundational skills, with specific attention to English Language Learners , Diverse Learners & Transitional Bilingual students. These multi-sensory approaches will promote the success of all learners K-8. The school partners with the Office of Language and Culture to provide quality instruction in grades PreK-8 using the principles from the Center for Applied Linguistics. We also partner with professional organizations such as STEM Scouts, Summit Learning to provide a cutting edge approach to learning in grades Prek-8.

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).

School partners with the following organizations to ensure the whole child approach is being implemented to support the achievement of all learners. In collaboration with the MTSS Team and teachers, we will support all staff members and students utilizing strategies such as, small group instruction, differentiated instruction, and provide opportunities for students who are ?off track?to receive tier 2 and 3 instruction after school for reading and math for students in grades K-8, that address the needs of all students in the school.

School will continue partnerships with the following organizations: SVC, Cub Scouts, SEL Lutheran Services, Polished Pebbles, Avondale--Advocate, After-school, Girls on the Run, OST, Intervention blocks, Small group interventions, F.A.C.E., Alderman Reboyas Involvement, Cubs Scout, Santa Letters, World Vision, Ronald McDonald, Sigma Lambda Beta Fraternity, Marketing Club, Bernie?s Books, Partnership with S.T.E.M. through Notre Dame and Northwestern, STEM Scouts through the boys scouts (BSA), FUSE Partnership, University of Michigan and Minnesota University.

Explore other health-related trainings and education based on needs of the school and community (e.g. positive parenting, anti-bullying and inclusion, injury prevention at home and play, age-appropriate sexual health education); Evaluate the impact of all individual interventions as well as their cumulative effect on the health of the community. CPS Sex Education Framework by the Office of Student Helath Wellness. These partnerships will continue current supports in place as well as provide additional avenues of leverage to obtain academic achievement.

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

Mentor for new teachers; induction programs for staff unfamiliar with our school; Continue to provide professional growth and leadership opportunities. Strengthen the teacher mentor partnerships between Northeastern University and North Park University by mentoring student teachers. Opportunities to highlight teacher practice that is promoting academic success.

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.

Shift in thinking, planning, addressing and educating students from my students to our students. Universal responsibility where all staff members are contributors and are valued as contributors to ensure students meet state standards through district/network support.

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

Provide monthly parent meetings and workshops that support the learning in the classrooms
Provide Family Math/STEAM and Reading Nights
Provide professional development for parents (BAC / PAC)
Family Resource Fairs
Field Trips
Student of the Month Awards
Parent Classes - sewing, nutrition,
PTA, BAC, PAC, and LSC
Reilly Website resources
Diverse Learner Committee (DLC)

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.

Step Up to Kindergarten
Facilitate Transition Workshops for parents - application process, parent- child workshops.
Host Kindergarten Open House
Kindergarten Week (August) to introduce students to Kindergarten teacher/environment

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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.

PPLC, PPC, ILT, CIWP, GLAD Meetings, Flex, PD (school, district, individual , Team Meetings

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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.

Regular analysis of data by MTSS Team and classroom teachers to identify students requiring additional academic assistance; Close monitoring of Tier 2 and Tier 3 students through benchmark assessments and regular progress monitoring; Guided/leveled reading; Needs-based support through adaptive digital programs. Use of Problem Solving Process to identify, monitor, and support students; After school academic intervention programs targeting Tier 2 and Tier 3 students,

Reading Programs: Benchmark/Adelante, LLI, Okapi, Scholastic Guided Reading, Reading A-Z, Spelling City
Math Programs: MAP Skills, Khan Academy, IXL, Prodigy, FastMath, Think Central

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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.

Partnerships with community organizations (ANA, Alderman?s Office)
BAC ESL classes for parents/Adult SEL for the community
Host Community Resource Fairs (ANA,
Host and Facilitate Workshops for families - evening and,or weekends
Career Day/Fair
High School Fairs
monthly school calendars/newsletters

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

School will hold an annual meeting in the fall to review parental involvement and policy in the scope of PAC, BAC, and LSC. In addition, school will inform parents about the role of the PTA. During this meeting, nomination and election of officers takes place as required.

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

This meeting will be scheduled for sometime in September 2020.. After the initial general meeting, administrators and committee officers schedule monthly meetings for the duration of the school year. Announcements of meetings are included in the monthly calendar that is distributed to all families at the beginning of the month; in the monthly bulletin; and in separate flyers. We will advertise these meetings on our website, through robo-calls and posted invitations. Once the annual meeting is complete, the administration and officers of the ESSA team will formally and informally collaborate on PAC topics to further the goals of Title 1. Agendas are posted at the doors. PAC officers will attend cluster meetings and other district scheduled activities and will report at the PAC and LSC meetings every month.

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 will have the opportunity to participate actively in monthly PAC meetings. Parents will be informed in the calendar, bulletin, flyers, and posted agenda. In addition, the principal will maintain an open door policy for parents to share more individual questions regarding their own children's progress. Principal will conduct quarterly coffee chats (cafe con el director) with parents in both buildings to share information and receive input from the community.We keep ESSA parent funding flexible, and allow enough lead time between PAC meetings to address parent needs.

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

During monthly PAC, BAC and LSC meetings, the principal will share important information regarding school status, student progress, testing at various grades, levels, and subjects, and plans for improvements. Parents are integral in the development of bi-annual CIWP and annual budget for LSC approval. AYP and Value Added reports are shared with parents at meetings. Principal will announce and explain all district or local assessment practices and their purpose - both in writing in the monthly bulletin, and principal reports for parent meetings.

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.

Principal will follow procedures as determined by law by sending letters in a timely manner and notifying parents who request such information. At this
point, all staff at the school is deemed highly qualified as per state review.

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.

IAR Parent Reports will be sent as available by state and preferably to be distributed during Fall Report Card Pick-up to give teachers a better opportunity to explain the results in a meaningful and personalized manner. IAR reports will be available at the end of the school year and are distributed to parents in the school report card. School anticipates that more parents will take advantage of the Parent Portal and the NWEA parent reports for ongoing review of their child's progress

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.

School, in conjunction with parent committee officers, will invite guests to make presentations for parents regarding community resources, preparation for testing, violence prevention and gang awareness, immigration, and much more. Every year, the school will plan curriculum workshops for parents. At that time, parents will be given strategies to help their children at home with homework, how to access ISBE site, remote learning resources for practice, and school information. School purchases student agendas every year, a way for students to organize their assignments, and for parents to follow up on their children's homework and projects. Parents are informed during Open House of this valuable resource, and are reminded again as academic conferences about children at risk occur.

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 and parents will collaborate in educating their children. To that effect, staff will continue to organize Open House in the fall; workshops
with parents throughout the year; Report Card Pick-up with follow up on conferences as required; 8th

grade meetings; K through 8th grade individual
conferences with parents, students, teachers, and principal to develop and communicate Individual
Remediation Plan for students at risk of not meeting promotion criteria; and other.

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.

Pre-school hosts a variety of opportunities for parent involvement throughout the year. With 3 full day and blended programs we will work together with staff
to develop a plan to enhance that support at all levels.

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 will continue to be sent to parents - calendar, newsletter, report cards, flyers, agendas, and other in both English and Spanish. Parent meetings and other sessions are conducted in both languages. In addition, information from district, like NCLB high qualified letters, and other is sent home in the language provided.All communication and development classes are bilingual.Through individual open houses, Back to School, student field trips, LSC participation, and our school website, we will enhance the communication between
teacher and parents.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic

achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Reilly School, in cooperation with parents and our community, strives to provide a high-quality, equitable educational experience, that develops each student's individual abilities. Reilly School is committed to providing educational excellence through rigorous and relevant learning opportunities within a safe, trusting, nurturing, inclusive, and respectful environment. The Reilly School community works with students to become lifelong, self-directed learners, critical and creative thinkers, effective communicators, and respectful and responsible members of society.

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

Dates will determined by CPS District 299. These will be individual conferences.School will hold Parent-Teacher conferences twice a year as per district calendar (Fall - first quarter; and Spring - third quarter). Report cards will also be distributed to students during third and fourth quarters. Goal is to have more parents participate actively in the MTSS process as required.

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

In addition to quarterly report cards, parents will be encouraged to hold conferences with their children's teachers upon receipt of mid-quarter progress reports and second quarter report cards, especially for students deemed at risk based on their grades. Finally, schools will develop appropriate interventions (part of MTSS and Tier1, 2, o 3) for students at risk of failing reading,math, science, and social studies.

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

Parents receive letters from their children's homeroom teachers at the beginning of the year which indicate days and times when teachers are
available to meet. Parents have access to staff emails and school phone numbers, so that they can leave messages when teachers are in class. During Fall Open House, parents visit their children's classrooms, learn about curriculum and best practices, receive the school?s Parent Handbook, and once again, when teachers are accessible to parents for direct communication.

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.

We encourage parents to sign up to volunteer throughout the year for classroom help and field trips. Parents are involved in special events, and most of our
recess and lunch staff is staffed with parents. `

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

Staff encourages all parents to monitor their children's homework by checking/signing their agendas/organizers. Upper grade teachers, counselors, and administrators hold Eighth Grade Parent Meetings to go over promotion policy, student expectations, high school application processes, and special activities. At that time, attendance and academic performance are stressed. Parents participating in MTSS meetings will be given specific strategies to help their children at home as the school implements

curricular and/or behavioral interventions. Throughout the year during monthly BAC,PAC and PTA meetings, principal and bilingual lead teachers inform parents on achievement and general ways to help their children at home.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Through our local school council, BAC and PAC committees, parents have a direct voice in the education of their students. Parents are encouraged to contact their children's teachers on a regular basis; conferencing with teachers, counselor, and/or administrators, as required.

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).

Staff provide detailed explanation of the promotion policy in the benchmark grades. Students in 3-8 will know the school's expectations of their success as relative to NWEA, grades, attendance, and high school admissions. Eighth graders with individual plans participate directly in the planning conferences, sign and are given copies of their documents to assist them in meeting their goals. Staff stresses the use of agendas/organizers as a way to assist students in monitoring homework and special projects.We also provide incentives such as student of the month, Honor Role, and citizenship awards and celebrations. In addition all grade levels work on goal setting for individual students.

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.

After the annual meeting our ESSA committee will set up learning events monthly focusing on social emotional skills such as child development and classes
on homework help, and expectations. Supports due to COVID-19 may be of high need in the future.

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	$1000.00

	purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1000.00
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)	$1618.00
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.	$500.00
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