

Skinner North 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/22/2020	Schroeder, Schultz, Schwager, Schleman, Jones, Hickman, Magnuson, Kimbrough	SEF
01/28/2020	ILT	SEF/Data analysis
02/14/2020	ILT	SEF/Data analysis
02/26/2020	Magnuson, Kimbrough, Castillo, Ridgway, Walsh, Cox, El-Amin, Yoon, Stevens	Data analysis/Identification of areas of critical need
03/11/2020	Magnuson, Kimbrough, Walsh, Schultz, Hickman, Stevens, El-Amin	Root Cause and setting SEF Priorities

Date	Participants	Topic
04/17/2020	ILT	Theories of Action
04/24/2020	Magnuson, Kimbrough, Walsh, Schultz, Hickman, Stevens, El-Amin	Refining Theories of Action
05/05/2020	ILT	Action Steps
05/07/2020	Ridgway, Jacobson, Shah, Schultz, Castillo, Magnuson, Kimbrough, Hickman, Stevens	Refining action steps

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Passionate school - increasing the channels by which we communicate our mission and vision. Make the school more accessible; conversations around cultures and CRT (equity piece) need to increase; connecting our mission to a culture of testing - creating a better balance. Offer it, but not completely successful at it; lots of improvements in the area over the years; Mentoring program has been essential, morning homework program; climate in the hallways - teachers interacting with students that are not theirs, dedicated counselor who supports advisory. Conversations around equity and

our vision have been started, but what are the next steps. How can this be more cohesive? We are unclear what our mission/vision is. Maybe we know what we want it to be, but not sure it is shared or how to achieve it. Potential evidence: lack of NWEA growth in targeted groups/classroom grades. Culture of testing - 3 NWEA's a year contributes to testing culture. Incoherent instructional programs (example - not following math curriculum, using standards outside of CCSS +1, lack of buy-in to curriculum) In tune with students who are struggling - an adult has been assigned to be their point person. Establishing mentor program. Accountability in halls. Buddy classroom. After school events (literacy night, etc.) Shout outs, ILT/PLCs, walk throughs, pressing issues, staff led PD Staff is buffered from external distractions from the district and time is used wisely; however, potential lack of focus and cohesion on school improvement goals. Expectations are not always clearly stated in terms of curriculum accountability. Are distinguished teachers still being challenged to grow professionally? In what ways are teachers challenged to grow? Weekly staff newsletters are informative and helpful. Teachers have freedom to try new strategies and feel supported. There is not a significant program in place to support teachers (specifically new teachers) with instructional coaching. Grade level meetings include discussion around NWEA data. Could we use other data such as classroom assessments, etc.? ILT has analyzed schoolwide data, including walkthrough data. Responsive to students and their experiences. Decisions are responsive to student 5E data (especially changes in middle school)

- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Not necessarily monitoring programs and asking if they are working to full capacity. It seems as though there are a lot of programs going on at once. Need to expand feedback/coaching outside of REACH. Establish and consistently use other measures besides NWEA. Grade level release is useful for collaboration. MTSS, etc is incorporated into grade level meetings. More support for PLC planning would be useful - or rethinking the structure of PLC's. Single Story, Summits, book clubs around a common theme, grade level meeting discussions around priority students, classroom library inventory, ILT created equity walk through checklist Master schedule that accounts for all teacher/student legally mandated minutes. New middle school academic support/advisory schedule. Older students have electives for specials. Can WIN (What I Need) time be implemented elsewhere? Teachers have say in what they need. Money is used in ways that connected to our CIWP. Could a cadre be part of the budget? How does our turnover compare to other schools in CPS? How can we improve our hiring practices? How can we build a pool of potential staff members? Can we

build relationships with universities? How can we build on our mentoring program to better support new teachers. Wellness committee and diverse needs committee focus on SEL needs. ILT created checklist was a step in the right direction. What will the follow through look like? Student work is displayed in the hallways, the environment is student centered. Students are encouraged to clean up after themselves at meals and in the hallway. Can our mission be displayed somewhere? Work with Single Story, Hammond CRT workshops; professional learnings open to all - follow-up with what's brought back can increase. Increase opportunities in analyzing student work Academic support block; schedule meets CPS guidelines. Principal's report aligned to CIWP. LSC focuses on "nuts and bolts." draw more attention to things outside of committee (include more updates on classroom initiatives) - teacher's sharing more at LSC - forging connections. Areas of concern: recycling programs, hand dryers; beautification of areas within the school (bathroom); Equitable Practices Checklist (having classrooms reflect students); improvements in auditorium and gym.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** LSC focuses on "nuts and bolts." draw more attention to things outside of committee (include more updates on classroom initiatives) - teacher's sharing more at LSC - forging connections. Areas of concern: recycling programs, hand dryers; beautification of areas within the school (bathroom); Equitable Practices Checklist (having classrooms reflect students); improvements in auditorium and gym.
- 4 - Instruction
 - 3 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
 - 4 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
 - 3 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:** Goal setting for students at the beginning of the year, but can all students articulate their goals at this point in time? More focus on section e, NWEA

data from 2018-2019 shows that the higher quartile students were progressing more rapidly which shows teachers are communicating high expectations and pushing all students to reach their goals higher-level thinking questions from teachers, student-led discussions, students peer editing and giving feedback Teachers encourage students to engage in critical thinking by explaining how they know MTSS tracks progress, we can make more growth in classroom data and Tier 1 supports. Invested in library materials to offer further selection to materials and teachers.

- 3 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** NWEA focused, so need more time to develop common assessments especially in content areas. F& P in younger grades. Problem solving process tailored by BHT/MTSS. Utilize for varied students. Not utilized frequently. Working on progressing monitoring assessments, but not fully established. DL teachers are supporting classroom teachers for students with accommodations. All students who have accommodations receive this. Assessments aligned to curriculum are CCSS, NGSS aligned. Teacher created so could be further developed. Teachers who teacher same grade, but only 1 subject. Harder to be able to get feedback. Want to expand data sources. F& P tools into the building to support teachers. Completed Lucy Calkins training that had some assessment focus. GLR focused on assessment design. Need to further develop ways for teachers to evaluate assessments. Grade level teams have agreements on grading scales, weighting and categories. Can do better at improving school wide consistency, i.e. late work policies. Grades are reflective of students understanding.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 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)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 3 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)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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:** Letters sent home and student referred to MTSS team based on grades This is completed. Guides and problem solving resources are utilized. Completed as needed. We have purchased intervention curricular pieces included LLI kits and assessments. Utilize NWEA to progress monitor students as well as F&P assessments for intervention. MTSS team has case manager, interventionist and other team members. 1 grade level per cycle is focused on MTSS, so all teachers contribute. Clear referral process with criteria including grades, scores, referrals, etc. MTSS team has a menu of interventions shared with staff. Tracker and grade level meetings focused on MTSS support this. Team uses this, but could be further utilized across the board. Uses various data assessment, grades, observational SEL supports are weaved into lesson (workshop model, grouping structures, academic choice, etc.) Teachers working on further developing culturally responsive pedagogy. Differentiated practices observed in classrooms and plans. Grouping, choice, leveled text, flexible seating all frequently seen. Social Thinking groups and other groups created. Teachers receive information and have access to groupings. Use observational data, assessment, grade data to understand students. Can continue to improve in this area. 2 programs utilized for math and reading intervention. New assessment system for literacy also purchased this year that allows for progress monitoring F & P progress monitoring every 4-6 weeks Tracker includes this information. Families are sent emails, letters, and meet in person to discuss/ review student's progress, and student's strengths and goals Team has developed a form of communication to send to families to alert them of interventions. Yes, this is completed.
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 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:** Counselor meets with new students, individuals to plan for high school (7th and 8th grade individuals to support transition and planning.) Success bound curriculum with 5th-8th grade. College and career focused. Hosted high school fair and forum for parents/students. Kindergarten Round up hosted in the summer. Counselor collaborates with middle school team to determine what additional supports are needed. Participate in advisory planning. Naviance career inventory 6-8th grade. Have system for younger grades. Career day with exposure to

careers for various grades. Open houses for parents. Supply information around scholarships to families. High school and academic center forums. Can expand work for K-5 Utilize Responsive Classroom as overarching teaching approach guide. Utilize 2nd Step for K-8th grade. Counselor co-teaches lessons in K-8th grade. Naviance tests are being completed. Success Bound lessons are taught 5-8th grade, understanding grades, gpa, etc. Provide scholarship information. Meet individually with students and discuss match and fit for high schools. Apply to multiple schools. 100% of our students applied to at least 5 schools.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Within classroom happening, but not unstructured activities. Want to further develop peer mediation. SEL survey shows less than 50% of students feel they have an adult to talk to. We have a number of strategies. Counselor/case manager provide support. Students assigned point people. Mentoring group. Staff has open doors. Hard for students to approach for some reason. (Informal connections with students.) Developed fun programming for students or develop relationships outside of classroom instruction. 5Essentials data shows strong levels of co-worker trust. During advisory this happens (would love to see it more); Would be great to conflict resolutions (beyond the state of apologizing); Attempts to show compassion, could be stronger. Opportunities to socialize are there, but not structured. Second Step can be good sometimes - repeats empathy over and over. An increase in places to resolve conflict (Counselor, case manager, and social worker are great places where this does happen). Peer mediation would be great. Students have adults that they trust, but not all interactions are positive, lot of direction. Not a lot of positive acknowledgment (from homeroom teacher, not beyond). More opportunities to highlighting the positives.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** Talk about the political process; discussions with CNN-10; I-Civics assist with our learning; there are often conversations - teacher restrictions on the topics limit the conversations sometimes. Springfield trip assists with this process. Would like to learn more; not a lot of conversation at this point has happen - will come towards Springfield trip Opportunities for this type of discussions come up in all classes - not just Social Studies; Do Now's in Social Studies lead to this type of discussions; Talked about in Math a lot (6th grade) - A lot of our conversations

around this (6th grade) - involves teacher led discussions - not student led. The environment does not allow us to provide opinion (6th grade) that opportunity to have controversial discussions. Projects have been done (identity maps) - needs to be discussed more; Focus is on diversity - needs to be increased; Lots of momentum in the beginning - needs to continue. Students know about it (isms), but they don't realize how comments are a form of that. Not opening to everyone's idea. Student Council; Discussions around classroom norms; choosing about things we learn; Norms are only within a set environment; Student Council needs to do more - has plans - not much action (resources and time); Norms (teachers are looking for one certain thing). Opportunities for people from the outside - Abe Lincoln Project, Friends of Chicago River; Senior Caucus, Coalition for the Homeless, Lawyers program; area needs to be increased in lower grades (below 7). Same as above History Fair, Lincoln project, Science Fair, Passion projects; Summary of all the above - lacking below grades below 7th

- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 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:** Trauma informed professional provided at beginning of the year. Bullying investigations occur and follow protocol. Expectations in unstructured areas need to be clearer. Follow crisis protocols. Teachers know structures for contact. Lunchroom and breakfast transitions are noisy. Within classrooms, students manage routines and procedures. SEL team creates support and problem solves along with BHT. Develop individual and group supports. School Climate mid-year climate survey. Overall yes, we do this. Can improve - stopping people from saying rude comments; Adults are trying to take a trauma sensitive approach - students are great at hiding it - mask it well. Feels very safe here. Students see that opportunities are there to meet with counselor and case manager - not necessarily comfortable doing it; Staff are to support the students - students are not totally open to go. Procedures are followed when needed and in case something happens. Middle school needs to work on this process; not fully working - not completely safe - loves the freedom. Notes to Target are a plus; More time for transitions would be helpful. Locker process can be a burden sometimes. Not for sure this that this exists
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** 2nd Step is consistently implement across K-8. Can do better at re-teaching skills taught, i.e. within classrooms. A Bug and a Wish.) Adults reminding and reinforcing skills can be improved. Administration/counselor support restorative conversations. We can improve in this. Counselor and some teachers

have done do talking circles/peace circles. BHT team helps develop specific interventions of students. Smaller behaviors may need further attention in this regard. Menu of interventions provided to staff. Last resort is suspension. Have low suspension rate. Review behavior data in regards to suspensions. Have system for teachers to submit referrals. Input into Aspen.

- 3 - Family & Community Engagement
 - 3 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Parents welcomed into the community. Varied ways for parents to partner and support. Staff surveys at beginning of the year to learn more about families. Varied ways for parents to support. Literacy, STEAM Nights. High School Forums. Parents learning opportunities. Art Show, International Fest, June Jamboree, back to school picnic. Walk-a-thon, Student Performances Monthly newsletter has parent feedback form. LSC meetings have 2 public comment. Doors are open for meetings. Responsive to email. Open House Night, Literacy Night, STEAM night provide information and ways to support students. Parent Handbook. Parents provided information on ways to volunteer. Various committees. Promote Parent University. Newsletter, Remind weekly updates. Promoting attendance would be improved. Weekly newsletters, websites, Remind. (Would like to do more positive phone calls home.) High participation in report card pick ups. Teachers reach out with concerns. Clear communication around intervention. Do not do home visits, working to address. Do not have a large population of students in need of this. Report Cards and progress reports sent home in home language/English. Some documents provided in home language. Have not utilized translators in the past. Clerk speaks Spanish to families as needed. Limited EL students, however many parents speak different languages. J@School, DePaul, We all live here, Park District are partnerships we have utilized in the past.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	3
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
4	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	Literacy attainment and growth - black students
Root Cause 1	Teacher created curriculum that may not be fully vertically aligned. Further development

	of culturally responsive pedagogy may be needed.
Area of Critical Need 1	Literacy growth
Root Cause 2	Teacher created curriculum that may not be fully vertically aligned
Area of Critical Need 3	Sense of belonging among students
Root Cause 3	Further development of culturally relevant pedagogy and opportunities for students to make connections with one another

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 (Reading) We chose this metric because we have a need to improve these metrics as other groups of students have higher growth rates.	African American		65.40	66.00
	FRL Eligible		70.70	70.70
Vision: NWEA Attainment G2-8 (Reading) We chose this metric because we have a need to improve these metrics as other groups of students have higher growth rates and attainment.	African American		98.10	98.35
	FRL Eligible		96.40	97.13
Vision: NWEA Growth G3-8 (Math) We chose this metric because we have a need to improve these metrics as other groups of students have higher growth rates.	Latinx		75.00	75.00
	African American		67.70	67.80
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey We want to maintain well organized status and increase in the area of Supportive Environment, which was our lowest scoring category (57). This was an increase of 8 from the previous year 2018). We would seek to be categorized as organized and eventually well organized in supportive environment.</p>				5.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>On Track Metrics We want to increase the number of African American and Latinx students being identified as on-track as measured by SQRP 2.0 (the district's on track metric includes attendance and grade metrics.)</p>				60.00	65.00

Strategies

Strategy 1

If we do...	provide literacy professional development for our staff to design and implement rigorous research based curriculum that emphasizes culturally responsive texts and themes which promote an equitable approach to student learning
Then we see...	teachers will have the tools and on-going support to develop their instructional delivery which will engage students and increase student agency as well as strengthen teaching practices by incorporating culturally relevant pedagogy that supports all learners
which leads to...	increase student performance on internal assessments as measured by on track metrics and increase student attainment levels for 3rd- 8th grade African American and Free and Reduced Lunch eligible students in relation to normative data to 70% of all k-8 students meeting their growth targets on NWEA across quartiles of attainment (specifically attending to our sub groups of African American and Free and Reduced Lunch eligible students).

Budget Description	115, SA, 353: Supplies, Instructional Materials - Reading, Instructional materials software licenses, instructional materials social studies, Professional Development Consultants/vendor, Equipment, reading interventionist
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning
Action steps	<ul style="list-style-type: none"> • (Completed) Purchase digital curriculum for literacy middle years program (Perspectives) Tags:Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (On-Track) Professional development to support literacy development related to culturally responsive curriculum Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning • (Not started) ILT researches the following: Curriculum Quality Rubric Culturally Responsive Curriculum Scorecard Windows and Mirrors Framework Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (Not started) Primary and Intermediate teachers will continue to review and identify culturally responsive curriculum Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (On-Track) Inventory of current literacy resources (Creating school-wide K - 8 SS library, K-8 Document - Which topics are covered in which grades?, What would be included in a new teacher's library? Culturally responsive focused) Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (On-Track) Purchase supportive material for culturally responsive curriculum, like book club text sets. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (Completed) Partnering with Single Story (on site consultant identified) Tags:Equity: Inclusive Partnerships

- (On-Track) Staff continuing to attend Zaretta Hammond PD to bring back learning to staff (Culturally Responsive Pedagogy and the Brain)

Tags:Equity: Inclusive Partnerships, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning

- (On-Track) Creating common definition of "buzz" words common in Multiculturalism, Diversity and Inclusion work.

Tags:Curriculum, Assessment: Curriculum Equity Initiative, Equity: Liberatory Thinking

- (Not started) Create or identify a rubric to assess culturally responsive curriculum. Resources include Culturally Responsive Teaching and the Brain, Identify leading innovators in Culturally Responsive Teaching, Single Story

Tags:Equity: Liberatory Thinking, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (On-Track) Implementation and reflection on new curriculum

Tags:Curriculum

- (Not started) Literacy PLC creates a common tool (rubric, checklist, etc) to provide feedback on culturally responsive curriculum implementation.

Tags:Assessment: Curriculum Equity Initiative, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (On-Track) Utilize aspen reports to analyze student assessment data and grade categories. (Implement gradebook reflections with teachers.)

Tags:Literacy: Shift 2-Leveraging Data to Close Gaps

- (Completed) Creation of schedule for data deep dives and assessments and student on track data metrics.

Tags:Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) Observation using common tool to assess culturally responsive curriculum implementation.

Tags:Assessment: Curriculum Equity Initiative, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Behind) Use feedback from observation to adjust and modify culturally responsive curriculum implementation.

	<p>Tags:Assessment: Curriculum Equity Initiative, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p> <ul style="list-style-type: none"> (On-Track) Reflect on feedback for future planning to improve culturally responsive curriculum instruction. <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p>
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Strategy 2

If we do...	create a universal assessment analysis protocol and system that regularly monitors student learning progress - focused on classroom assessments that are aligned to Common Core State Standards (CCSS)
Then we see...	teachers can collaborate effectively to progress monitor student performance across grade level bands and identify trend analysis to shift instruction in response to the assessment data
which leads to...	Increase the percent of 3-8th grade students meeting NWEA growth goals in reading from 69.4% to 73% and from 62.87% to 67% (total number of students) in math with specific increases in reading for African American students to 66% and students on free and reduced lunch to 71% and in math for Latinx students to 75% and African American students to 68%.
Budget Description	Fund 115 and Title II (353) - teachers, subs, extended day, supplies
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (On-Track) Creation of school-wide assessment calendar with data review dates embedded into grade level meetings <p>Tags:Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> (Not started) ILT researches, selects/creates a school-wide assessment protocol <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) Review of classroom assessments using rubric tied to CCSS - Lit PLC <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (On-Track) Creation of classroom assessment mastery tracker for individual standards covered

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (On-Track) Progress monitoring of classroom assessment and updating trackers <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps</p> <ul style="list-style-type: none"> (On-Track) Build teacher capacity and understanding around Aspen reports, on-track data and data analysis protocol <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps</p> <ul style="list-style-type: none"> (On-Track) Grade level sequence designed to focus on opportunities to discuss instructional shifts needed based on assessment data <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps</p> <ul style="list-style-type: none"> (Postponed) Teacher leaders attend Network summit and other linked conferences. Share learning with staff <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> (On-Track) Quarterly release days embedded for teachers to collaborate around data analysis and assessing/refining assessments/rubrics (quality, length, actionable) inclusion of DL for upper grades <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps</p> <ul style="list-style-type: none"> (On-Track) Design of professional learning sequence around assessment <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p>
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Strategy 3

<p>If we do...</p>	<p>Analyze and evaluate our Tier 1 and Tier 2 Social Emotional Learning programming and seek additional staff wide training in restorative practices and other positive discipline strategies emphasizing the building of positive and trusting relationships in our community</p>
<p>Then we see...</p>	<p>We will be able to determine which systems are working and adopt a system that aligns with the evidence and data collection processes put into place. This will give teachers</p>

	additional tools to build positive trusting relationships with students, and students will be able to establish positive trusting relationships with all school stakeholders
which leads to...	Improved student connection to their school, staff, teachers and peers, and will be reflected in the 5 Essential Survey Data (specifically supportive environment will increase from 57 to 65 with specific improvement of student-teacher trust from 53 to 60 and academic personalism from 37 to 45)and on other SEL surveys given.
Budget Description	Fund 115 - subs, teachers, professional development, case management
Tags	OSCPA: Social/Emotional Support, OSCP A: Tier 1, OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> • (Postponed) ILT creates creates schedule for ongoing/flex days through the year. (Restorative practice, positive discipline) Tags:OSEL: Supportive and Equitable Discipline Practices • (Completed) Create Teacher/Staff Needs Assessment Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Completed) Create Student Needs Assessment (K-8) Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (On-Track) Find and Schedule Restorative Practice Training Tags:OSEL: Supportive and Equitable Discipline Practices • (Not started) Training and Implementation of Tier 1 programming Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment • (Not started) Summer 2021 - Training over summer Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment • (Not started) Whole Staff restorative practice Training Week Before School Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices • (On-Track) Teacher/Staff Complete Needs Assessment Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

	<ul style="list-style-type: none"> • (On-Track) Students Complete Needs Assessment Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) A small Group Attend Peer Mediation Training Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Completed) Analyze Teacher Needs Assessment Tags: OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Completed) Analyze Student Needs Assessment Tags: OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Begin Research on Tier 1 Programs Available Tags: OSEL: SEL Instruction • (Not started) Focus Groups Attend Tier 1 Trainings Tags: OSEL: SEL Instruction • (On-Track) Visit Model Schools Tags: OSEL: SEL Instruction • (Not started) Determine Tier 1 System Tags: • (Not started) Begin planning for Tier 1 training Tags: OSEL: SEL Instruction
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Action Plan

Strategy 1

Completed Nov 05, 2020

Purchase digital curriculum for literacy middle years program (Perspectives)

Jul 01, 2020 to Sep 04, 2020 - Middle grade Literacy teachers, ILT, administration

On-Track Nov 05, 2020

Professional development to support literacy development related to culturally responsive curriculum

Jul 01, 2020 to Oct 02, 2020 - ILT/Administration

Not started Nov 05, 2020

ILT researches the following: Curriculum Quality Rubric Culturally Responsive Curriculum Scorecard Windows and Mirrors Framework

Jul 01, 2020 to Aug 28, 2020 - ILT

Not started Nov 05, 2020

Primary and Intermediate teachers will continue to review and identify culturally responsive curriculum

Jul 01, 2020 to Sep 04, 2020 - Primary and intermediate teachers

On-Track Nov 05, 2020

Inventory of current literacy resources (Creating school-wide K - 8 SS library, K-8 Document - Which topics are covered in which grades?, What would be included in a new teacher's library? Culturally responsive focused)

Jul 01, 2020 to Oct 02, 2020 - Literacy PLC

On-Track Nov 05, 2020

Purchase supportive material for culturally responsive curriculum, like book club text sets.

Jul 01, 2020 to Aug 21, 2020 - Literacy PLC

Completed Nov 05, 2020

Partnering with Single Story (on site consultant identified)

Jul 01, 2020 to Jul 01, 2021 - Administration

On-Track Nov 05, 2020

Staff continuing to attend Zaretta Hammond PD to bring back learning to staff (Culturally Responsive Pedagogy and the Brain)

Sep 06, 2019 to Nov 27, 2020 - Identified staff members (AP, interventionist, 7/8th teacher)

On-Track Nov 05, 2020

Creating common definition of "buzz" words common in Multiculturalism, Diversity and Inclusion work.

Jul 03, 2020 to Aug 28, 2020 - Staff/ILT

Not started Nov 05, 2020

Create or identify a rubric to assess culturally responsive curriculum. Resources include Culturally Responsive Teaching and the Brain, Identify leading innovators in Culturally Responsive Teaching, Single Story

Sep 07, 2020 to Nov 20, 2020 - ILT, Single Story Consultant

On-Track Nov 05, 2020

Implementation and reflection on new curriculum

Sep 07, 2020 to Nov 20, 2020 - Teachers

Not started Nov 05, 2020

Literacy PLC creates a common tool (rubric, checklist, etc) to provide feedback on culturally responsive curriculum implementation.

Sep 07, 2020 to Nov 20, 2020 - Literacy PLC

On-Track Nov 05, 2020

Utilize aspen reports to analyze student assessment data and grade categories. (Implement gradebook reflections with teachers.)

Nov 06, 2020 to Feb 05, 2021 - Teachers

Completed Nov 05, 2020

Creation of schedule for data deep dives and assessments and student on track data metrics.

Aug 03, 2020 to Sep 04, 2020 - Administration/ILT

Not started Nov 05, 2020

Observation using common tool to assess culturally responsive curriculum implementation.

Nov 05, 2020 to Feb 05, 2021 - ILT/administration

Behind Nov 05, 2020

Use feedback from observation to adjust and modify culturally responsive curriculum implementation.

Feb 05, 2021 to Apr 16, 2021 -

On-Track Nov 05, 2020

Reflect on feedback for future planning to improve culturally responsive curriculum instruction.

Apr 16, 2021 to Jun 24, 2021 -

Strategy 2

On-Track Nov 05, 2020

Creation of school-wide assessment calendar with data review dates embedded into grade level meetings

Jul 01, 2020 to Sep 04, 2020 -

Not started Nov 05, 2020

ILT researches, selects/creates a school-wide assessment protocol

Jul 01, 2020 to Sep 04, 2020 -

Not started Nov 05, 2020

Review of classroom assessments using rubric tied to CCSS - Lit PLC

Jul 01, 2020 to Nov 06, 2020 -

On-Track Nov 05, 2020

Creation of classroom assessment mastery tracker for individual standards covered

Jul 01, 2020 to Jun 24, 2021 -

On-Track Nov 05, 2020

Progress monitoring of classroom assessment and updating trackers

Sep 07, 2020 to Jun 24, 2021 -

On-Track Nov 05, 2020

Build teacher capacity and understanding around Aspen reports, on-track data and data analysis protocol

Sep 07, 2020 to Nov 06, 2020 -

On-Track Nov 05, 2020

Grade level sequence designed to focus on opportunities to discuss instructional shifts needed based on assessment data

Jul 01, 2020 to Jun 24, 2021 -

Postponed Nov 05, 2020

Teacher leaders attend Network summit and other linked conferences. Share learning with staff

Sep 07, 2020 to Jun 17, 2022 -

On-Track Nov 05, 2020

Quarterly release days embedded for teachers to collaborate around data analysis and assessing/refining assessments/rubrics (quality, length, actionable) inclusion of DL for upper grades

Sep 07, 2020 to Jun 17, 2022 -

On-Track Nov 05, 2020

Design of professional learning sequence around assessment

Jul 01, 2020 to Sep 04, 2020 - ILT/PLC leads

Strategy 3

Postponed Nov 05, 2020

ILT creates creates schedule for ongoing/flex days through the year. (Restorative practice, positive discipline)

Jul 01, 2020 to Sep 04, 2020 - ILT

Completed Nov 05, 2020

Create Teacher/Staff Needs Assessment

Jul 01, 2020 to Sep 04, 2020 - Counselor/ILT/BHT

Completed Nov 05, 2020

Create Student Needs Assessment (K-8)

Jul 01, 2020 to Sep 04, 2020 - Counselor/ILT/BHT

On-Track Nov 05, 2020

Find and Schedule Restorative Practice Training

Jul 01, 2020 to Sep 04, 2020 - Counselor/Admin

Not started Nov 05, 2020

Training and Implementation of Tier 1 programming

Jun 01, 2021 to Jun 17, 2022 - Counselor/Admin

Not started Nov 05, 2020

Summer 2021 - Training over summer

Jul 01, 2021 to Sep 03, 2021 - Counselor/Admin

Not started Nov 05, 2020

Whole Staff restorative practice Training Week Before School

Aug 31, 2020 to Sep 04, 2020 - Counselor/Admin/OSEL

On-Track Nov 05, 2020

Teacher/Staff Complete Needs Assessment

Sep 07, 2020 to Nov 06, 2020 - Counselor/Admin/Teachers

On-Track Nov 05, 2020

Students Complete Needs Assessment

Sep 07, 2020 to Nov 06, 2020 - Counselor/Teachers/students

Not started Nov 05, 2020

A small Group Attend Peer Mediation Training

Sep 07, 2020 to Nov 06, 2020 - Teachers/Counselor

Completed Nov 05, 2020

Analyze Teacher Needs Assessment

Nov 06, 2020 to Feb 05, 2021 - ILT/BHT

Completed Nov 05, 2020

Analyze Student Needs Assessment

Nov 06, 2020 to Feb 05, 2021 - ILT/BHT

Not started Nov 05, 2020

Begin Research on Tier 1 Programs Available

Nov 06, 2020 to Feb 05, 2021 - ILT/Counselor

Not started Nov 05, 2020

Focus Groups Attend Tier 1 Trainings

Feb 05, 2021 to Apr 16, 2021 - Identified staff

On-Track Nov 05, 2020

Visit Model Schools

Feb 05, 2021 to Apr 16, 2021 - Identified staff

Not started Nov 05, 2020

Determine Tier 1 System

Apr 16, 2021 to Jun 24, 2021 - ILT

Not started Nov 05, 2020

Begin planning for Tier 1 training

Apr 16, 2021 to Jun 24, 2021 - ILT

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.

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

N/A - do not receive Title 1 funds

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

describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

N/A - do not receive Title 1 funds

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

N/A - do not receive Title 1 funds

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

N/A - do not receive Title 1 funds (Parents receive NWEA reports 3 times a year and IAR reports in addition to progress reports and report cards.)

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

N/A - do not receive Title 1 funds

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

N/A - do not receive Title 1 funds

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

N/A - do not receive Title 1 funds

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

N/A - do not receive Title 1 funds

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public

preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

N/A - do not receive Title 1 funds or those programs at the school.

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

N/A - do not receive Title 1 funds

Policy Implementation Activities

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

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

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

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

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

N/A - do not receive Title 1 funds

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.)

N/A - do not receive Title 1 funds

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.

N/A - do not receive Title 1 funds

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

N/A - do not receive Title 1 funds

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

N/A - do not receive Title 1 funds

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.

N/A - do not receive Title 1 funds

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

N/A - do not receive Title 1 funds

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

N/A - do not receive Title 1 funds

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).

N/A - do not receive Title 1 funds

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

N/A - do not receive Title 1 funds

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
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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 be used only by parents.	\$0.00