

# Frederic Chopin Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/14/2020	ILT Team	SEF Survey and reveiw of New Dimentionis

Date	Participants	Topic
01/28/2020	ILT Team	SEF Survey Results and selection of Priorities
01/15/2020	Grade Level Teams	SEF Survey Completion
01/30/2020	LSC Meeting	Review CIWP Timeline, SEF Survey Results, Priority Selection
02/11/2020	ILT Meeting	Problem of Practice/Theory of Action Process
02/25/2020	ILT Meeting	Problem of Practice/ Theory of Action Process
02/27/2020	LSC Meeting	CIWP Updates and Feedback

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 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
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

- 3 Design professional learning (PL) to achieve school-wide improvement goals
- 3 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

## 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
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 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:**
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:**
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 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:**
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 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)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 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)

- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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
  - **Evidence:**

## 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)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 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:**
- 3 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)

- 3 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision (REQUIRED: OSEL)
- **Evidence:**

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

## Goals

### Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Math (Grades 3-8)  Growth in Attainment 3-8 will support student instructional rigor focus for all students and classrooms. Additional focus on ELs with Academic Language support in classes outside of ELA.	Overall		51.00	56.00
	EL			
Vision: NWEA Attainment G2 (Math)  Increase Primary student preparation for 3rd grade expectations. Key subgroups, especially African American Students, who major deficits	Overall		25.00	35.00
	African American		10.00	25.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS  Data metric has been flat for many years. Look at EL program design, intervention support and expectations for gen ed teachers along with curricular supports for EL students.	EL		35.00	45.00
(Blank)				
(Blank)				

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

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> Increase in Student response and parent response metrics- Communication, Student Voice				4.00	5.00

**Custom metrics (0% complete)**

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

# Strategies

## Strategy 1

If we do...	Provide Rigorous Instruction where students are engaged in their learning
Then we see...	student tasks and assessments are aligned to CCSS, student goal setting with check-ins, instruction differentiated for our variety of learners such as English Learners and Diverse Learners, while providing a suite of interventions for our struggling learners
which leads to...	Student success of 75% or higher on interim assessments, Increased student attainment with a 7 point increase in student NWEA Attainment each year in 2nd Grade and an NWEA Attainment rate of 50% or higher in every grade 3-8. Diverse Learners increase their growth percentile in mathematics by 25% each year, %of student making sufficient attainment on ACCESS increase by 10% points.
Budget Description	
Tags	Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> <li>(Not started) Student Goal setting at BOY with Check-ins on progress at least once a quarter</li> </ul> <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(Not started) Lesson plans/Unit Plans include skills or standards to develop language domains for English Learners</li> </ul> <p>Tags:Instruction, OLCE</p>

	<ul style="list-style-type: none"> <li>(Not started) Teachers will receive Professional Development on Question and Discussion Techniques to provide opportunities for students to formulate their own questions, engage each other in authentic discussions about content and respectfully challenge one another using viable arguments based on evidence.</li> </ul> <p>Tags:Instruction, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Science: Student Discourse, Math: Student Discourse</p> <ul style="list-style-type: none"> <li>(Not started) Grade Level Teams will review student work and assessments to align tasks with standards-based learning objectives that reflect depth of knowledge expectations</li> </ul> <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Science: Rigorous Tasks, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> <li>(Not started) Engage all learners in content areas by identifying in lesson planning supports for English Language Learners and Diverse Learners</li> </ul> <p>Tags:Instruction, ODLSS: Instructional Quality, OLCE</p> <ul style="list-style-type: none"> <li>(Not started) MTSS Team will develop a suite of Tier 1 supports for all classrooms to assist with academic and behavioral interventions and provide training for teachers to support implementation of supports.</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction</p>
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**Strategy 2**

If we do...	Provide culturally relevant curriculum with an Arts and Science focus that Integrates Social Emotional Learning Standards
Then we see...	Students given opportunities to explore CCSS Shifts in literacy (Text Complexity, Evidence Use, Non-fiction and Fiction Balance) and rigorous mathematical tasks that incorporate Next Generation Science Standards and the Arts providing multiple modes for students to show mastery of content using real world; authentic applications of learning while proactively addressing students social emotional needs; connections to the student's communities, cultures, histories and languages, and multimedia celebrations of student work for parent and community consumption
which leads to...	Student success of 75% or greater using teacher created rubrics on culminating activities, decrease in Misconduct Reporting (behavioral referrals) for Class 3-6 infractions, increase in parent volunteer approvals by 15%
Budget Description	
Tags	Curriculum, Arts Education: Embedding the Arts School-Wide, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OSEL: SEL Instruction, Science: Curriculum, STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks

Action steps

- (Not started) Teachers will receive PD on using Culturally Relevant Text across subject levels.

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

- (Not started) Instructional Plans will include both SEL Instructional blocks and SEL Standards Integration in Weekly/Unit Plans

Tags:OSEL: SEL Instruction

- (Not started) Teachers will receive Professional Development on SEL Integration in Instructional Planning.

Tags:OSEL: SEL Instruction

- (Not started) ILT will identify Tier 1 SEL Instruction for K-4 and 5-8 to support consistent SEL Instruction and resources for students and teachers

Tags:OSEL: SEL Instruction

- (Not started) Classroom libraries will have culturally relevant texts available to support independent reading. This can include check out systems, independent reading journals or logs, and incentives for independent reading.

Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) School will create a celebration calendar which includes celebrations of our diverse cultures, linking those celebrations to instructional activities. All planned activities will be inclusive of all learners including English Learners and Diverse Learners.

Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) Native Language resources (Core Instruction as well as supplemental resources) are available to meet the needs of English Learners.

Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) Teachers will receive Professional Development on ARTS integration in Instructional Planning to support the Arts throughout content areas.

Tags:Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide

- (Not started) School Culture and Climate Team established to support all Tier 1 practices: PBIS, Restorative Practices, Second Step, Calm Classroom

	<p>Tags:Relational Trust, Physical and Emotional Safety, OSCP: Social/Emotional Support, OSCP: Tier 1, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will review Scope and Sequence of Core Curriculum and identify opportunities to expand Arts integration and Culturally Relevant Texts.</li> </ul> <p>Tags:Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p>
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**Strategy 3**

If we do...	Have students who are engaged in learning, invested in their school and identifying causes to contribute to their school and neighborhood community
Then we see...	Students engaged in reading and discussion based on current or community relevant events; students exploring their own identity, goals and beliefs; students actively participating in school decision-making processes; and students identifying local school and community challenges and making informed change efforts.
which leads to...	Development of policies in student and parent handbook that identify how students engage in decision making process; evidence of student selecting topics for instruction and incentives (surveys/ interest inventories), Student feedback on Restorative Responses to misconducts; LSC Meeting with student presentation topics, Quarterly Civics Projects for each grade level cluster
Budget Description	
Tags	SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> <li>(Not started) Students will create learning goals based on their individual data, interests, and desired personal outcomes; goals will be reviewed BOY, MOY, EOY</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(Not started) Student Voice Committee developed and meeting regularly to provide students with an opportunity to provide input and feedback on school decision making. Student Voice committee will be inclusive of all learners including Diverse Learners and English Learners.</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will participate in training, professional development and professional learning on topics related to Civics concepts, Identity, Equity and Bias</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice CIWP</p>

	<ul style="list-style-type: none"> <li>• (Not started) Develop and implement a plan for school-wide initiative to improve shared school spaces, student health, and community connections</li> </ul> <p>Tags: Arts Education: Community and Career Connections (F/PA #6)</p> <ul style="list-style-type: none"> <li>• (Not started) Promote student equity of voice with ongoing Professional Learning Communities exploring Student Discourse, Teacher Questioning, and Student Inquiry.</li> </ul> <p>Tags: Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Science: Student Discourse, Math: Student Discourse</p>
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## Action Plan

### Strategy 1

Student Goal setting at BOY with Check-ins on progress at least once a quarter

Sep 01, 2020 to Jun 17, 2022 - Grade Level Teams

Lesson plans/Unit Plans include skills or standards to develop language domains for English Learners

Jul 01, 2020 to Jun 30, 2022 - Grade Level Teams

Teachers will receive Professional Development on Question and Discussion Techniques to provide opportunities for students to formulate their own questions, engage each other in authentic discussions about content and respectfully challenge one another using viable arguments based on evidence.

Jul 01, 2020 to Jun 17, 2021 - Administration, ILT

Grade Level Teams will review student work and assessments to align tasks with standards-based learning objectives that reflect depth of knowledge expectations

Sep 01, 2020 to Jun 17, 2022 - Grade Level Teams

Engage all learners in content areas by identifying in lesson planning supports for English Language Learners and Diverse Learners

Jul 01, 2020 to Jun 17, 2022 - Teachers, ILT

MTSS Team will develop a suite of Tier 1 supports for all classrooms to assist with academic and behavioral interventions and provide training for teachers to support implementation of supports.

Sep 01, 2020 to Jun 17, 2022 - MTSS, ILT

## Strategy 2

Teachers will receive PD on using Culturally Relevant Text across subject levels.

Aug 01, 2020 to Jun 30, 2021 - ILT, School Admin

Instructional Plans will include both SEL Instructional blocks and SEL Standards Integration in Weekly/Unit Plans

Jul 01, 2020 to Jun 30, 2021 - Teachers, GLT

Teachers will receive Professional Development on SEL Integration in Instructional Planning.

Jul 01, 2020 to Jun 30, 2021 - ILT, School Administration

ILT will identify Tier 1 SEL Instruction for K-4 and 5-8 to support consistent SEL Instruction and resources for students and teachers

Jul 01, 2020 to Nov 30, 2020 - ILT

Classroom libraries will have culturally relevant texts available to support independent reading. This can include check out systems, independent reading journals or logs, and incentives for independent reading.

Dec 01, 2020 to Dec 01, 2021 - GLT, Teachers

School will create a celebration calendar which includes celebrations of our diverse cultures, linking those celebrations to instructional activities. All planned activities will be inclusive of all learners including English Learners and Diverse Learners.

Jul 01, 2020 to Jun 17, 2022 - GLT, ILT

Native Language resources (Core Instruction as well as supplemental resources) are available to meet the needs of English Learners.

Jul 01, 2020 to Jul 29, 2022 - ILT, ELPT

Teachers will receive Professional Development on ARTS integration in Instructional Planning to support the Arts throughout content areas.

Jul 01, 2020 to Jun 30, 2022 - ILT, Arts Liason,

School Culture and Climate Team established to support all Tier 1 practices: PBIS, Restorative Practices, Second Step, Calm Classroom

Jul 01, 2020 to Jun 30, 2022 - ILT, Culture and Climate Team

Teachers will review Scope and Sequence of Core Curriculum and identify opportunities to expand Arts integration and Culturally Relevant Texts.

Jul 01, 2020 to Jun 01, 2022 - Teachers, GLT

### Strategy 3

Students will create learning goals based on their individual data, interests, and desired personal outcomes; goals will be reviewed BOY, MOY, EOY

Jul 01, 2020 to Jun 17, 2022 - Teachers, GLT

Student Voice Committee developed and meeting regularly to provide students with an opportunity to provide input and feedback on school decision making. Student Voice committee will be inclusive of all learners including Diverse Learners and English Learners.

Jul 01, 2020 to Jun 17, 2022 - ILT, GLT, School Administration

Teachers will participate in training, professional development and professional learning on topics related to Civics concepts, Identity, Equity and Bias

Jul 01, 2020 to Jun 17, 2022 - School Administration, ILT, SSCE

Develop and implement a plan for school-wide initiative to improve shared school spaces, student health, and community connections

Jul 01, 2020 to Jun 17, 2022 - Wellness Team, Grade level Teams, School Administration

Promote student equity of voice with ongoing Professional Learning Communities exploring Student Discourse, Teacher Questioning, and Student Inquiry.

Jul 01, 2020 to Jun 17, 2022 -

## 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.**

The school annually reviews the school-wide plan/program (CIWP). The school-wide 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.

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

CIWP provides details on school planning related academic and social emotional supports to assist students in improving academic achievement.

**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.**

CIWP provides details on school planning related academic supports including teacher professional development activities, scheduling and interventions for students in underserved populations.

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

School Planning includes the work of the MTSS team which looks at active student specific data and supports with School Wide, Small Group and Individualized supports for students at risk of not meeting state academic achievement standards and targeted populations. Support including in-class small group instruction, connection to SEL supports, Targeted Small Group Supports, After-school programs, technology interventions, and referral to specialized supports.

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

Chopin will partner with the CPS Talent Office and local Teacher Education University-based programs, to support Student Teacher experiences, Teacher Residency Experience and maintain a pipeline of potential teacher candidates.

**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.**

Professional Development will be provided to support District Mandates and Training, CIWP Goals, and Parent support as communicated by PAC/BAC

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

Chopin will created opportunities for parent to participate in the school by expanding Parent Volunteer opportunities, parent involvement in PAC/BAC, school celebration activities to which parents are invited, and partnerships with external agencies to support parent involvement.

**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.**

Pre-K programs will work with the school Early Childhood Team to support the transition of Pre-K students to Kindergarten.

**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.**

Annually Teachers collaborate with School Administration in the creation of an Assessment Calendar which is then voted on for approval by all teachers.

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

The MTSS team looks at active student specific data and supports with School Wide, Small Group and Individualized supports for students at risk of not meeting state academic achievement standards and targeted populations. Support including in-class small group instruction, connection to SEL supports, Targeted Small Group Supports, After-school programs, technology interventions, and referral to specialized supports.

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

The District along with local school personnel and teams coordinate federal, state, and local programs. Early Childhood, Office of School Counselors and Post Secondary Advising, Office of Nutrition Services, School Social Worker, MTSS Team, Culture and Climate Team, Local School Council, Parent Advisory Committee, Bilingual Advisory Committee, and partnerships with local agencies and needed.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

# Parent and Family Plan

## Parent and Family Engagement Policy (Complete)

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

The NCLB Committee will meet is quarterly basis to discuss a review NCLB, Title I school parental involvement plan, role of the NCLB Committee members, Policy, and Title I budget. Additional meetings may be scheduled to support parent requests for additional information, support, presentations and workshops.

**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**

An official Annual meeting will be held on Tuesday, September 24th, 2020 at 9:00 AM, to discuss and review NCLB, Title I school parental involvement plan.  
An Organizational Meeting will be held on Tuesday September 24th, 2020 at 9:30 AM to define the role of the NCLB Committee members, and Title I budget and requirements. During this meeting, the new PAC Title I committee members will be nominated and elected. In addition, a schedule of the 2020 - 21 school year NCLB/PAC meetings will be established. Members will vote to meet Monthly or Quarter or create a hybrid schedule.

**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.**

Principal or principal designee will be in attendance of PAC/BAC Meetings. They will be able to respond to directly to suggestions or concerns, identify timeline for additional response if needed, communicate directly to the chairperson or present the response at the next meeting.

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

The school will provide each parent at the end of each quarter a report card in English as well as in the language spoken by the parents describing the grades obtained by the child in all subject areas taught which includes among others Math, Language Arts, and Reading.

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

A letter-notifying parent of the ?highly Qualified Status? of the teachers teaching their children will be sent home. In specific cases where the assigned teacher cannot fulfill his/her assignment for causes external to the school such as but not limited to maternity leave, illness, etc. A highly qualified teacher will be hire to replace the assigned teacher, if a teacher of such qualifications cannot be hire them parents will be notify of teachers? Highly Qualified Status?.

**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.**

PAC/BAC meeting agendas will include: Common Core Standards; how will my child benefit from these new academic standards?  
How are students Assessed? A review of PARCC, NWEA, and DIBELS. How can I utilize this report to help my child do better in school? Additional guidance and resources are distributed to parents by the District with progress reports, report cards, and assessment data distribution.

**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.**

During our scheduled meetings themes or workshops will be selected to ensure or facilitate the active participation of the parents in their children?s education. Once the workshops are selected those will be presented during the various advisory committee monthly meetings. Training will also be offered in specific areas such as but not limited to reading, math, and the used of technology to enrich the students education.

**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.**

Current staff will be selected to provide workshop to parents and the school will seek outside partners to closely work with our current staff in topics related to parent involvement and the benefits of establishing a strong relationship with parents to further assist children in achieving high academic standards.

**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.**

We will continue for this coming school year to maintain our Pre-K programs and seek further extend such a programs based on the needs of the community, such as advocating for Full Day Pre-K. Ini 2017-18, Chopin will have 2 full day Pre-K programs.

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

School Website, Chopin.cps.edu will be utilized for ongoing school communications. Website will have public school calendar, school-wide programs, classroom specific information and staff contact information. Meeting notices will distributed to parents via dual language notice distribution to each student and posted in public spaces in school.

### Policy Implementation Activities

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

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

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

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

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

N/A

### School-Parent Compact (Complete)

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

Chopin Elementary School Strives to achieve academic excellence by integrating Science, Technology and the Arts in all educational areas. Chopin provides a safe, responsible and respectful environment by partnering with our families, community, and stakeholders to develop programs and activities that celebrate the creativity, intelligence and diversity of our student community. All students are included in rigorous and differentiated instruction. Through classroom environments that foster mutual respect and individual responsibility, we aim to set our students on a path to success in high school, college, and career.

**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.**

Q1 on Wednesday, November 18, 2020 , Q3 on Wednesday, April 21, 2021 are the district wide set parent-teacher conference days;

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

PROGRESS REPORT DISTRIBUTION DAYS? Schools will distribute progress reports on the following dates: Q1 on October 9, 2020, Q2 on December 18, 2020, Q3 on March 12, 2021, Q4 on May 21, 2021

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

Parents will have ample opportunities to voice their concerns and actively participate in the decision-making process via the monthly LSC meetings and the diverse advisory committees meetings held at regularly scheduled times. Teachers also make them available before and after school by appointment. Teachers can be reached via their email. Contact information is located on school website [Chopin.cps.edu](http://Chopin.cps.edu)

**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.**

Chopin Elementary keeps an open door policy. Parents will be informed of the volunteer opportunities offered at the school and the process of how to become parent volunteer via the CPS Online Volunteer Application and Approval process (Civicore). Parents will be informed of the necessary steps they need to take to schedule a classroom visit/observation. Visits to classrooms must be approved by school administration and may be refused if disruptive to the student learning environment.

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

Data will be available to all parents in relation to attendance, student achievement, special projects, missing assignments, and assessment results to facilitate parents assisting their children in their education. Parents will be supported in signing up for Parent Portal so that that they can have current information regarding their student progress and that they can receive email-blasts for school events.

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

Parents participate both as voting members as well as public voices during our Local School Council Meetings. Other parent interactions such as committee meetings, open houses and parent conferences allow parents and opportunity to share their options and feedback.

**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).**

Using Student Portal and progress reports, students will have access to data related to attendance, student achievement, special projects, missing assignments, and assessment results to facilitate them an active participation in their own education.

## **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.**

Goal is to support parent access and understanding of the school and nurture the parent partnership in supporting student academic and social emotional achievement.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1429.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$605.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$100.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$300.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00

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