

Michael Faraday Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Tawana Williams	Principal	twwilliams@cps.edu	Has access
Kendrick Coleman	Technology Coordinator	kdcoleman@cps.edu	Has access
Thalia Moore	8th grade Math Lead	tmoore2@cps.edu	No Access
Kimbrolee tpatton-manuel Manual	6th thru 8th Literacy Lead	ktpatton-manuel@cps.edu	Has access
Carmen Rice	LSC Community Representative	carmenrice81@yahoo.com	No Access
Barbara Grayer	SPED Upper Grade Lead	bagrayer@cps.edu	Has access
Anthony Maloni	Health & Wellness Teacher	ajmaloni@cps.edu	Has access
Tangie Williams	Primary Lead	tdwilliams23@cps.edu	Has access
Sheryl Sanjaun Sanjuanquin	3th-5th literacy lead	slsanjuaquin@cps.edu	Has access

Team Meetings

Date	Participants	Topic
	Principal, ILT Team, LSC members	School Excellence Framework CIWP Monitoring
12/13/2019		
02/17/2020	Principal, CIWP Team	SQRP data

Date	Participants	Topic
04/21/2020	Dr. Williams, Kendrick Coleman, Sheryl Sanjuan, Darlene Shorter, Corey Rollings,	Goals, Root Cause Analysis

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 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:** Grade level teams develop a scope and sequence based on the CCSS that outline the units of instruction and align them to the CCSS. Curriculum maps for content areas are designed school-wide by focus teams to create a spiraling curriculum. Lesson plans reflect differentiation to meet the needs of all learners within the framework of grade level appropriate curriculum. MTSS binders are created for students that needs Tiered Instruction as well as Data to Instruct Lesson plans (used by paraprofessionals in small group support periods). Teachers continue to create units of study that address the CCSS and follow the Learning Continuum to ensure students are receiving the instruction at the starting point of their deficiency in an effort to build from that point. Based on reports from the SQR team feedback - additional structured time needs to be allotted for continued vertical planning for pre K and kindergarten alignment and planning. All grade level teams research and utilize supplemental resources to expose students to increasing level of text complexity. Research based instructional materials as well as supplemental resources (including leveled texts) are

incorporated to support all students inclusive of above-level learners and diverse learners. The school is working on tightening the system of CCSS mastery reporting.

- 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:** Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): ILT membership, Grade/Course team lead, MTSS team, Committee chair or membership, Mentor teacher, Curriculum team, Coach, Family liaison, Data team, , CIWP team, Union representative,? Each teacher has equity of voice in grade/course, ILT and whole staff meetings. The ILT team primary focus is to take a laser look at all the data that drives the academic progress and success of students. Attendance data, Interim Assessment Data, On-track, Off-track data, keep the focus of all work on improving student achievement in alignment with the CCSS, district mandates and goals and the mission and vision of the school. The ILT lead the school in implementing the core components of the instructional focus which includes on-track /off track data, student attendance, student discipline and student awards. The ILT team meets bi-weekly to track the school?s progress toward meeting the CIWP goals and implementing the action steps. 2. Helps grade level teams use student performance, attendance, and discipline data to inform instructional decisions 3. Communicate its work and decisions to grade level teams, post minutes in faculty and staff lounge and communicate information to LSC. The team fosters a culture of continuous and collaborative reflection and learning and best practices. The ILT follows the effectiveness rubric during all meetings. ILT meetings are on a shared drive that ensures all members have access to meeting dates. ILT keeps records of agendas, protocols and minutes for all members to access at any given time. The ILT team collects student artifacts from teachers to examine student work, to make sure that the curriculum; instruction; and assessment are all aligned to common core state standards.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 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

- 4 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:** Grade level teams develop a scope and sequence based on the CCSS that outline the units of instruction and align them to the CCSS. Curriculum maps for content areas are designed school-wide by focus teams to create a spiraling curriculum. Lesson plans reflect differentiation to meet the needs of all learners within the framework of grade level appropriate curriculum. MTSS binders are created for students that needs Tiered Instruction as well as Data to Instruct Lesson plans (used by paraprofessionals in small group support periods). Teachers continue to create units of study that address the CCSS and follow the Learning Continuum to ensure students are receiving the instruction at the starting point of their deficiency in an effort to build from that point. Based on reports from the SQRP team feedback - additional structured time needs to be allotted for continued vertical planning for pre K and kindergarten alignment and planning. All grade level teams research and utilize supplemental resources to expose students to increasing level of text complexity. Research based instructional materials as well as supplemental resources (including leveled texts) are incorporated to support all students inclusive of above-level learners and diverse learners. The school is working on tightening the system of CCSS mastery reporting.
- 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:** Grade level teams develop a scope and sequence based on the CCSS that outline the units of instruction and align them to the CCSS. Curriculum maps for content areas are designed school-wide by focus teams to create a spiraling curriculum. Lesson plans reflect differentiation to meet the needs of all learners within the framework of grade level appropriate curriculum. MTSS binders are created for students that needs Tiered Instruction as well as Data to Instruct Lesson plans (used by paraprofessionals in small group support periods). Teachers continue to create units of study that address the CCSS and follow the Learning Continuum to ensure students are receiving the instruction at the starting point of their deficiency in an effort to build from that point. Based on reports from the SQRP team feedback - additional structured time needs to be allotted for continued vertical planning for pre K and kindergarten alignment and planning. All grade level teams research and utilize supplemental resources to expose students to increasing level of text complexity. Research based instructional materials as well as supplemental resources (including leveled texts) are

incorporated to support all students inclusive of above-level learners and diverse learners. The school is working on tightening the system of CCSS mastery reporting.

- 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:** The students at Micheal Faraday engage in Interim Assessment, Formative Assessments, Summative Assessment, NWEA and Dibels assessments are also used to monitor the students academic progress.
- 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)
 - 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)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 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:** The school has established an MTSS team. The MTSS team meets on a monthly basis and has created a systematic approach to the MTSS process. Teachers have been given professional development in MTSS and new staff members have also been trained in the process by members of the MTSS team. Monthly grade level meetings are focused on data results Interventions include

small group, or one on one support. Many teachers have also been implementing Tier 2 and Tier 3 interventions through after school tutoring, this ensures that students are receiving the full instruction during the day and additional support outside of the instructional day.

- 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:** The school has established an MTSS team. The MTSS team meets on a monthly basis and has created a systematic approach to the MTSS process. Teachers have been given professional development in MTSS and new staff members have also been trained in the process by members of the MTSS team. Monthly grade level meetings are focused on data results Interventions include small group, or one on one support. Many teachers have also been implementing Tier 2 and Tier 3 interventions through after school tutoring, this ensures that students are receiving the full instruction during the day and additional support outside of the instructional day.

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:** According to the 5 Essential survey, relational trust is an area that the school continues to build upon. A 5 Essential committee was developed to address concerns and develop avenues in which everyone has an equitable voice in school choice, design and focus.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** A student interest survey was sent out to all students at the beginning of the school year. Students participates in extracurricular activities designed to

build their academic, social and emotional needs. Students are encouraged to develop a student voice and student council team to channel concerns.

- 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:** The school is in the second year of full implementation with Restorative approaches to discipline. In lieu of suspension students participate in Restorative practices conversations and group reading to promote social well-being and development of consistent socially acceptable social skills. Walk it out, wait it out, talk it out is a course of action designed to help students cope with anger issues or concerns. A weekly parent training session was provided by our external partner as well as group meetings with students.
- 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:** All teachers provide a well-rounded instructional program to ensure that students have the necessary skills to succeed in post-secondary success. The school provides intentional programming to help students develop strong content knowledge and skills. In addition, we encourage students to be adaptable individuals who value and understand the perspectives and cultures of others. Students also have multiple opportunities to create, experience and appreciate the arts as well as develop their technology skills to prepare them for the 21st century work force and society. Staff provides a safe, nurturing school community and environment in which all feel welcome. Staff models and promotes with all students an atmosphere of nurturing and respect.
- 3 - Family & Community Engagement
 - 3 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:** Evidence of an effective Family Engagement rests in our Parent Engagement Room 103. Each month parents engage in a monthly/biweekly training session on life skills as well as tools essential to helping their child achieve.

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	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
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: Structure for Continuous Improvement	1
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: 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: Curriculum	4
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	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	Based on Dibels/TRC & NWEA 3rd grade BOY students in grade K thru 2 are students are not excelling at the expected rate of learning in order to meet the 3rd entrance expectations.
Root Cause 1	Lack of horizontal planning across grade levels with teachers to ensure teachers at each grade level know the standards and expectations for students by the end of the school year.
Area of Critical Need 1	Our African-American subgroup in National Attainment in Reading for grades 3-8th is 32%, this means that 68% of the students is below attainment for reading.
Root Cause 2	In spite of the pacing guide and small group instruction, students still demonstrate a weak level of comprehension skills and are not meeting their goals.
Area of Critical Need 3	Our African-American subgroup in National Attainment in Math for grades 3-8th is 47%, this means that 53% of the students is below attainment for math.
Root Cause 3	Based on the information gather effective implementation of the math pacing guide and grouping goals, IEP and differentiation goals are not always followed.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8)	African American		75.00	75.00
I chose this metric based on the SQRP data.				

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 - Reading (Grades 3-8) This metric was chosen based on the SQRP data.	African American		59.00	65.00
	Overall			
Vision: Attendance Rate This metric was chosen based on the SQRP data which indicates our student attendance fluctuate each year between 95% and 96%. The challenge is to maintain a consistent 95% or above for the year.	African American		95.00	95.00
	Overall			
(Blank)				
(Blank)				

Required metrics (Elementary) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The Five Essentials report indicated the following areas of improvement needed,			3.10		

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...	2019 data indicates 47% of students shows attainment in math as measured by NWEA data, there for it will demonstate an increase to 65% attainment if we develop and implement targeted Tier 11/Tier111 interventions for all students
Then we see...	an increase in academic achievement 18% increase in math achievement each CIWP year
which leads to...	An increase in the EOY Math Scores from 47th percentile to 65% in year 1, and a 75% in year two.
Budget Description	Reading Interventionist and Math Interventionist to provide small group instruction, professional professional development for teachers, team teaching professional development.
Tags	Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> • (Not started) Develop common quarterly math assessment for 3rd through 8th students and monitor through MAP SKILLS. Tags:Math: Rigorous Tasks • (Not started) Implement professional learning sessions in math technology every Monday afternoon for 3 thru 8th grade students. Tags:Leadership for Continuous Improvement, Math: Rigorous Tasks • (Not started) Implement vertical planning for all eighth grade students with two freshman counselors. Tags:

Strategy 2

If we do...	Develop and implement targeted Tier1/TierII interventions for at-risk students
Then we see...	50% if students cohort demonstrate mastery of targeted skills during 5th interim assessments
which leads to...	An increase from 34th to 44% in student growth as measured by EOY NWEA and 65% to 75% growth at NWEA EOY.
Budget Description	Funding 115 Teacher Professional development on differentiated instruction
Tags	Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> • (Not started) Provide literacy and math afterschool programs utilizing individualized tailored

	<p>Tags:CIDL: Curriculum, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Implement weekly collaborative teacher meetings at each grade level to target goals and grade level content areas. <p>Tags:Assessment: Monitoring Student Learning to Support Growth, CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 3

If we do...	Increase the quality of differentiated instruction and instructional alignment with targeted teacher professional development
Then we see...	60% of the 3rd thru 8th grade students will be on-track
which leads to...	
Budget Description	Funding 115 or 332 2. Conferences on Reading and Math 3. On-Site/Off-site Professional Development
Tags	Curriculum, Teacher Leader Development & Innovation: Teacher Teams, Math: Curriculum
Action steps	

Strategy 4

If we do...	Build professional capacity of teachers to determine high levels of curriculum and participate in challenging professional development
Then we see...	teachers developing assessments and curricular challenging and rigorous
which leads to...	students will demonstrate higher level of academic achievement
Budget Description	Fund 115 Professional Development
Tags	Instruction, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> (Not started) Implement weekly collaborative teacher meets and target the goals of the school, grade level and content area.

	<p>Tags:Curriculum, Assessment: Monitoring Student Learning to Support Growth, CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> • (Not started) Implement half-day vertical planning across the grade levels with all grades. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Utilize research-based questioning techniques in all classrooms throughout the school, DOK <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide staff professional learning, practice, and follow up with immediate feedback for all students, using student goal setting document. <p>Tags:</p>
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Action Plan

Strategy 1

Develop common quarterly math assessment for 3rd through 8th students and monitor through MAP SKILLS.

Jun 01, 2020 to Jun 30, 2020 - ILT lead teachers Math Lead teachers Network 5 Math Specialist Dr. Williams

Implement professional learning sessions in math technology every Monday afternoon for 3 thru 8th grade students.

Jun 01, 2020 to Jul 31, 2020 -

Implement vertical planning for all eighth grade students with two freshman counselors.

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Strategy 2

Provide literacy and math afterschool programs utilizing individualized tailored

Jun 01, 2020 to Aug 29, 2020 - ILT team members Literacy Lead Teacher Principal

Implement weekly collaborative teacher meetings at each grade level to target goals and grade level content areas.

Aug 24, 2020 to Jun 01, 2021 - grade band teacher teams ILT Principal

Strategy 3

Strategy 4

Implement weekly collaborative teacher meets and target the goals of the school, grade level and content area.

Jul 01, 2020 to Aug 28, 2020 - Principal Classroom teacher, and student

Implement half-day vertical planning across the grade levels with all grades.

- ILT Teachers Grade level chairs

Utilize research-based questioning techniques in all classrooms throughout the school, DOK

Aug 17, 2020 to May 28, 2021 -

Provide staff professional learning, practice, and follow up with immediate feedback for all students, using student goal setting document.

Aug 17, 2020 to May 28, 2021 - Principal Teacher Students

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.

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

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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.

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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).

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

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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.

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

Parent involvement is essential to the day to day

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.

During summer sessions and off seasons

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.

Grade level meetings and

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.

Before school, afterschool and MTSS interventions are provided to all students that have been deemed needing additional supports and instruction. In addition, students are grouped according to their abilities and are provided one on one interventions in afterschool settings.

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.

All policy and procedures

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.

Each month the school hold a virtual meeting and virtual assembly to discuss current issues that are relevant to our students needs. Our goal is to a vehicle to lead the conversation for students and parents to begin open dialogue.

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

The parent organizational meeting typically place the first month of school. This method allows an opportunity for the school body to reach out to present parents, post notifications and solicit parent involvement. The projected date will be the second week in September.

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.

Yes, the school post a monthly parent meeting as well as a monthly Westside Collaborative Meeting. This meeting is publicized through the Face Network with CPS.

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

Parents will receive 5week, 10 week report card progress throughout the school year. Parents also receive weekly congratulation reports.

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.

Yes, a standard form provided by the CPS will be sent to any/all students that may be in those classrooms, however, the goals is to ensure that we hire only highly qualified individuals.

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.

During the monthly meetings students/parents will receive information about the state and local standards. This information also provides how to monitor your child's progress. In addition, during our NCLB Parent meeting, literature from vendors is provided.

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.

Monthly trainings and workshops through FACE as well as the local level. The Chicago Framework Coach will also provide workshops and trainings on how to increase students academic achievement at home.

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.

Monthly parent meetings, workshops, newsletters, brochures and the school website.

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.

During the State of the School and monthly parent meetings and workshops all families will receive information.

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

Monthly newsletters, parent weekly letters as well as our school website. We will use these forms of communication to reach our parents.

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)

none

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.)

Our goal is to ensure that all students are high performing and well rounded individuals able to compete effectively.

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.

Due to the virtual capacity and to ensure safety for all students - our parent conferences will be remote until further notice.

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

5th,10th, 15th, 20th week reports will be sent to parents.

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

Teachers have google phone numbers in which parents can reach out from 8:45 - 3:30pm.

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.

Due to the Covid-19 status, parents will be limited access to classrooms.

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

Parents will receive a BAG report. This is a Behavior Attendance Grade report, this report will help all students and parents understand where areas of focus is needed.

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

During our CIWP process parents will have a voice during school hall meetings and surveys.

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).

Students will participate in PBIS and CHAMPS program to encourage positive behavior and attendance. Students will have the opportunity to form clubs and teams to lead their voice and choice in school decision.

Parent Budget (Complete)

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

The goals of the NCLB parent team is to ensure all meetings and funds are utilized to the betterment of parent involvement and student success.

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

Account(s)

Description**Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1534.00
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