Ellen Mitchell Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Katie Welsh	Principal	kbsolimine@cps.edu	Has access
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Andy Kaplan	LSC President	andykaplan@gmail.com	No Access
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Team Meetings

Date	Participants	Topic
01/27/2020	Katie Arbuckle, Mary Ellen Mazza, Griselda Ramirez	CIWP reflection and Teaming
01/31/2020	Mitchell Faculty and Staff	CIWP reflection, Data Analysis and Teaming

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.

- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 2 - Leadership for Continuous Improvement
  - o 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 2 Enable staff to focus and prioritize what matters most
  - o 2 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**:
- 2 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 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)
  - o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 3 Curriculum connects to real world, authentic application of learning

- o 3 Curriculum is aligned to expectations of the standards
- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 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
- o **Evidence**: All Mitchell staff members participated in a PLC Book Club in the 2018-2019 school year with the book "Culturally Responsive Teaching of the Brain." Teachers create unit plans using UBD. Teachers pinpoint big ideas and essential questions and embed them into their unit plans and lessons. Many teachers include inquiry projects into their curriculum. Most teachers use exit tickets for students to reflect and share what they are learning to better understand essential questions, big ideas, and objectives. Mitchell has many partnerships with organizations such as Hubbard Street Dance, Kohl's Children Museum, and more. Teachers mapped out the scope and sequence of writing units fro Pk-8 and including essentials. Teachers then analyzed the progression using student exemplars Most teachers attend professional development sessions throughout the year to develop their craft. Some student work is analyzed in grade level meetings. There are 1-on-1 meetings where student data is analyzed and discussed. There are conversations about supports for students below grade level. Teachers must submit unit plans for review. Some classrooms use Second Step for SEL. Every class holds morning meetings with greetings, sharings, and morning messages embedded to build supportive classroom environments. Mitchell utilizing peer mediators in middle school. In the primary grades, students must reflect on any poor choices and think about proactive next steps to help make better choices. Several classes are partnered with the Gust Foundation to build our captivity for co-teaching and inclusive practices. Classes K-2 teach phonics- but do not have a research based phonics instruction. Several classes have a grammar program and use Words their Way. There are Spanish books available, but not used to send home or some rooms need more resources. All classrooms have books. However- most classrooms don't have enough books for amount of students. Most classrooms need more updated books and culturally relevant texts (principal inventory. All ELA classes use Lucy Calkins Reading units of study. All ELA classes use Lucy Calkins Reading Units of Study- GLT are used for deep dives into this learning. Based on walk through 3/17- there is still room fro growth in terms of knowing the architecture of a mini-lesson. Teachers align lessons to CCSS. Most teachers post and share student friendly objectvies.
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Curriculum Catcher, Balanced Literacy Walk Through Results
- 3 - Balanced Assessment and Grading

- o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 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
- o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 3 Utilize assessments that measure the development of academic language for English learners
- o 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
- o 3 Improve and promote assessment literacy
- o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to

College (HS)) including, but not limited to academic planning/advising to assist with

- o **Evidence**:

Quality and Character of School Life

- 2 - Relational Trust
  - o 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 2 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**2**
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
2	Quality and Character of School Life: Physical and Emotional Safety	**0**
2	Quality and Character of School Life: Relational Trust	**3**
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**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	**4**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy attainment among students with IEPs
Root Cause 1	Need increased common planning time between gen ed teachers and teachers of students with IEPs, more tools and strategies for accommodations and modifcations for grade level curricular resources, more support for students around executive functioning.
Area of Critical Need 2	Literacy attainment among students who are ELs
Root Cause 2	Need increased language supports for students who are ELs, need to support students who are ELs with greater executive functioning skills in grades 3rd-8th.
Area of Critical Need 3	Math attainment among students who have IEPs
Root Cause 3	Need increased common planning time between gen ed teachers and teachers of students with IEPs, more tools and strategies for accommodations and modifcations for grade level curricular resources, more support for students around executive functioning.
Area of Critical Need 4	Math attainment among students who are ELs
Root Cause 4	Need increased language supports for students who are ELs, need to support students who are ELs with greater executive functioning skills in grades 3rd-8th.
Area of Critical Need 5	Math attainment among African American students
Root Cause 5	Need to improve our stuctures for MTSS tier two math interventions for students who are not making substantial progress on internal assessments

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: % of Students Making Sufficient Annual Progress on ACCESS Currently our students who are English learners are not meeting grade level benchmarks according to MAP. They are also not making adequate progress in ACCESS due to their writing scores. These overall literacy and language skills are key to helping them grow academically.	EL		72.00	75.00
	Overall		72.00	75.00
Vision: NWEA Attainment G2-8 (Math) Our students with IEPs primarily do not have cognitive disabilities meaning it is very possible with the right supports, accommodations and modifications that they can and should be making attainment on NWEA.	Students with IEPs		40.00	60.00
	Overall		75.00	83.00
Vision: NWEA Attainment G2-8 (Reading) Our students with IEPs primarily do not have cognitive disabilities meaning it is very possible with the right supports, accommodations and modifications that they can and should be making attainment on NWEA.	Students with IEPs		40.00	50.00
	Overall		80.00	83.00
Vision: NWEA Growth G3-8 (Math) By focusing on MTSS, we will be better identify needs through universal screeners earlier and improve our systems for tier 2 math interventions.	African American		60.00	70.00
	Overall		75.00	83.00
Vision: NWEA Growth G3-8 (Reading) By prioritizing literacy instructional supports for students in their native language in Kindergarten and 1st grade, students will have a stronger foundation as they transition to reading and writing in English.	EL		72.00	80.00
	Overall		80.00	83.00

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) By prioritizing sound MTSS interventions for our ELs in Math, we will better identify their needs early in the year and tweak Tier 1 and Tier 2 supports accordingly.	FRL Eligible		65.00	72.00
	Overall		75.00	83.00

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
NWEA Growth-Vision Math (Blank)					
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If we Pick and implement a research based phonics program for K-2, Create a cycle of learning on the architecture of a mini lesson for reading and writing workshop implementation using TCRWP Units of Study, Create culturally diverse and highly engaging classroom libraries with 1,000+ books using FOM and other fundraising revenues (levels), Establish an intervention time/cycle for below grade level students, Create a set independent reading block and build out systems for accountable independent reading

Then we see...	will see an increase in foundational skills starting in the primary grades will see authentic reading and writing instruction that engages students in extended periods of reading and writing each day. We will see teachers using research based and high leverage teaching points aligned across grade levels. Will see more students engaging in authentic reading. This will build their love and joy for reading while increasing their awareness for word attach and comprehension strategies
which leads to...	See goals section around MAP Reading Data
Budget Description	Chicago Literacy Group Coaching Support Teachers College Reading and Writing Project Professional Development Partnership with the Gust Foundation
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 4-21st Century Professional Learning
Action steps	(Not started) Research and purchase a phonics program for K-2. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) Train K-2 teachers on phonics program Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) Create Cycle of Learning-Focus on implementation of reading and writing workshop Tags:Literacy: Key Practice #4-Authentic Learning Experiences (Not started) Create culturally diverse and highly engaging classroom libraries with 1,000+ books using FOM and other fundraising revenues (levels), Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts (Not started) Establish an intervention time/cycle for below grade level students, Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process (Not started) Create a set independent reading block and build out systems for accountable independent reading Tags:Literacy: Key Practice #4-Authentic Learning Experiences

Strategy 2

If we do...	If We Implement a research based Tier 1 SEL program (2nd step) for K- 8.

Then we see...	Increase teacher competency in SEL standards and students engaging in authentic and purposeful SEL lessons written specifically for each grade level.
which leads to...	Shared vocabulary of SEL terms amongst staff and students. Students will learn researched based ways to identify feelings, how to calm down, how to deal with conflicts, and more. (Can we input a percentage to behavioral write up will decline)
Budget Description	
Tags	CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	(Not started) Identify a scope and sequence for our Tier 1 SEL curriculum Tags:OSEL: SEL Instruction (Not started) Create a behavior matrix and train staff and students on expected behaviors across shared spaces and in classrooms daily. Tags:OSEL: Supportive School Environment (Not started) Implement blue/yellow slip system and communicate with families regularly regarding misbehaviors through multiple means of communication. Tags:OSEL: Supportive and Equitable Discipline Practices (Not started) Create a behavioral health team, develop goals and cadence of meetings. Meet regularly to support students through tier 2 and tier 3 behavioral supports. Tags:

Strategy 3

If we do...	RELATIONAL TRUST
Then we see...	SOME EXPECTED OUTCOME
which leads to...	sTUDNET GOAL, stAFF GOAL
Budget Description	After Strike, OIG incident, change in leadership, we have some foundational work to do in trust building as a community. There is a strain on community at times between parents and teachers after strike and COVID-19 Pandemic Uptick in student to student conflict in Middle School due to staffing vacancies Lack of behavioral matrix to support student to student interactions Are we certain that each student has an adult that they trust in the building? Not sure we can answer that. Unsure that ALL students feel a sense of belonging

	to school community. Move from a congenial community of professionals to a community that has shared accountability for student well-being and success
Tags	CBE: SEL Integration, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	• (Not started) Implement quarterly staff circles to elicit feedback and create community. Tags:OSEL: Supportive School Environment • (Not started) Conduct Family circles to elicit feedback and create community. Tags:

Strategy 4

If we do...	MTSS Have 1- on -1 data meetings at the beginning and end of an MTSS with administration to discus tiering protocols for Tier II And II students with a documentation tool with a menu of interventions
Then we see...	Then we Know how to properly tier students and co create goals that are specific to students. Teachers will have a better sense of what research based interventions to use and how to track their progress towards the goal
which leads to...	More students receiving appropriate research based intervention with teachers scoring higher on their self assessment of MTSS and we will ultimately close the achievement gaps between students of color and our white students.
Budget Description	
Tags	
Action steps	• (Not started) Develop an MTSS Team and determine the goals for Year 1, Year 2. Tags:MTSS: Fidelity of Implementation • (Not started) Determine MTSS Block and Schedule Tags:MTSS • (Not started) Conduct All BOY Assessments to determine who needs MTSS interventions Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

	• (Not started) Design a schedule for cadence for MTSS interventions and track fidelity Tags: • (Not started) Communicate with families the MTSS process and procedures for students receiving Tier 2-3 interventions. Tags:MTSS: Family and Community Engagement

Strategy 5

If we do...	Design a robust MTSS system involving key staff members, provide targeted tier 2 and tier 3 behavioral and academic interventions regularly and progress monitor to adjust
Then we see...	an increase in student success academically in reading and math, increase in participation during class and increase in attendance.
which leads to...	Students feeling a stronger sense of self and connection to Mitchell, and increase in academic achievement for students as measured by our F+P assessments, MAP assessments and On-track data.
Budget Description	Interventionist, PD for staff
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process
Action steps	

Action Plan

Strategy 1

Research and purchase a phonics program for K-2.

Jun 30, 2020 to Jul 28, 2020 - ILT

Train K-2 teachers on phonics program

Aug 01, 2020 to Nov 06, 2020 - Principal/Provider

Create Cycle of Learning-Focus on implementation of reading and writing workshop

Aug 01, 2020 to Jun 16, 2022 - Principal/Chicago Literacy Group

Create culturally diverse and highly engaging classroom libraries with 1,000+ books using FOM and other fundraising revenues (levels),

Aug 01, 2020 to Jun 17, 2021 - ILT

Establish an intervention time/cycle for below grade level students,

Aug 19, 2020 to Nov 05, 2020 - MTSS Team, Principal, AP

Create a set independent reading block and build out systems for accountable independent reading

Jul 15, 2020 to Jun 30, 2021 - ILT

Strategy 2

Identify a scope and sequence for our Tier 1 SEL curriculum

Aug 12, 2020 to Aug 26, 2020 - CC Team, Counselor, Principal and AP

Create a behavior matrix and train staff and students on expected behaviors across shared spaces and in classrooms daily.

Aug 12, 2020 to Oct 01, 2020 - CC Team, Behavioral Health Team, Counselor, P and AP

Implement blue/yellow slip system and communicate with families regularly regarding misbehaviors through multiple means of communication.

Sep 08, 2020 to Jul 16, 2021 - Classroom teachers, P and AP

Create a behavioral health team, develop goals and cadence of meetings. Meet regularly to support students through tier 2 and tier 3 behavioral supports.

Aug 12, 2020 to Jun 30, 2021 - Counselor, AP, Social Worker

Strategy 3

Implement quarterly staff circles to elicit feedback and create community.

Sep 15, 2020 to Jun 24, 2022 - CC Team, P and AP

Conduct Family circles to elicit feedback and create community.

Sep 15, 2020 to Jun 17, 2022 - CC Team, P and AP

Strategy 4

Develop an MTSS Team and determine the goals for Year 1, Year 2.

Jul 15, 2020 to Aug 12, 2020 - AP, P and Teacher leaders

Determine MTSS Block and Schedule

Aug 12, 2020 to Oct 21, 2020 - MTSS Team

Conduct All BOY Assessments to determine who needs MTSS interventions

Sep 07, 2020 to Oct 02, 2020 - Teachers

Design a schedule for cadence for MTSS interventions and track fidelity

Aug 26, 2020 to Jun 16, 2021 - MTSS team and AP

Communicate with families the MTSS process and procedures for students receiving Tier 2-3 interventions.

Oct 15, 2020 to Jun 17, 2021 - Teachers, MTSS TEAM, P and AP

Strategy 5

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.
We have determined to focus our title 1 funds on staffing to support our students who are bilingual and have IEPs.
Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.
Supports for students with diverse needs and who are English Language Learners have been flushed out in our strategy and action steps.

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.

Balanced Literacy using Reading and Writing Workshop, Tier 1 SEL support, building out thorough systems for MTSS and revamp our equitable approaches to student discipline.

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).

Tier 1 SEL supports through Second Step, Development of BHT and support plan implementation for students with tier 2-3 behavioral needs, school wide expectations around balanced literacy implementation and math workshop.

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

High quality professional development and internal leadership development on our ILT, MTSS and BHT teams. Support with distributive leadership from Fulcrum Educational Solutions.

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.

GUST Foundation, Teachers' College Reading and Writing Project, Fountas and Pinnell, Restorative Practices through SEL department and MTSS systems and structures

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

Bilingual Parent Workshops, SEL workshops with SEL Chicago, Family Circles, African American Parent Alliance

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.

PreKindergarten and Kindergarten Orientations, Workshops for families in SEL support for early childhood, Workshops on trauma-informed teaching for staff school wide.

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.

All academic decisions around assessments and MTSS are made in collaboration with our teacher leaders on the ILT, BHT and MTSS teams. These teams meet biweekly. They have direct feedback out to families and to all staff through GLTs.

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.

We are building out a school wide MTSS plan with guidance from the district. The plan will be communicated to families regularly.

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.

Our counselor, Social Worker, AP and Principal will work to ensure our social service programs are implemented with fidelity and support our students at risk. We have a comprehensive support system in place for families in need supported by our counselor and BHT.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

We met with the CIWP team and the LSC to receive feedback on the breakdown of our priorities for the CIWP 2020-2022 cycle. The team voted and provided evidence for their feedback and it was determined that the following school wide priorities would be the focus: 1. Relational Trust 2. MTSS, 3. Curriculum (balanced literacy implementation) 4. Equitable Approaches to Student Discipline.

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

PAC meetings are held monthly with our Bilingual Advisory Meetings (third Thursday of every month).

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

We meet monthly with all parent groups (FOM, LSC, PAC, BAC, AAPA).

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.

We distribute MAP scores and IAR scores to parents as soon as they become available. We also host workshops on how to interpret the scores.

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.

We communicate with families regularly about staffing changes that occur and communicate around our efforts to rectify as soon as possible.

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.

We host parent workshops by grade level regularly to help parents understand grade level content standards and supports that we can put in place to help students directly when they fall behind. Our new MTSS systems will help ensure we communicate more regularly with families where students are not making adequate gains.

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.

We host monthly parent workshops and Principal coffees on a number of topics to support families.

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.

We have set clear expectations around parent communication and provide feedback and support to teachers to ensure they work with parents as equal partners.

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.

Teachers, clinicians and administration will continue to host parent workshops and provide direct supports for families across all grade levels.

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

We will always provide translation in languages of the students we serve.

Policy Implementation Activities

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

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

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

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

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

NA

School-Parent Compact (Complete)

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

The mission of Mitchell is to educate the whole child by focusing on the intellectual, physical and social-emotional growth of each individual student.
Our educators, parents and community partners work collaboratively to provide rigorous academics that are culturally relevant and inclusive.
We strive to educate the whole child in the least restrictive environment, individualizing supports for students with diverse needs.
We model a strong work ethic, focus on cultivating a growth mindset and foster a commitment towards one another.
Our team designs cohesive CCSS-aligned curriculum, rooted in the tenets of balanced literacy, inquiry and language development.

We adapt instruction to meet each child's needs and learning styles with the ultimate goal of preparing students for access to college and career success.

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.

We host parent teacher conferences in alignment with the CPS district approved calendar.

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

Teachers and administrators have an open door policy and are available at any time to meet with families to discuss a child's academic progress.

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

All staff is accessible by email, website and by appointment.

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.

There are many ways to volunteer at Mitchell. Classroom level support through room parents and volunteer activities, through FOM, AAPA and BAC.

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

Parents will support their child's learning at home by monitoring attendance, actively monitoring parent and student portal and supporting homework completion at home.

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

Parents are encourage to actively consult with the school at any time.

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).

We will support students executive functioning skills at all levels. We will also support literacy development across all grades as the core foundation for academics.

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.

Our goals are to provide parents with the resources they need to be successful parents of their elementary-aged children.

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

Account(s)

Description

Allocation

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.	$100.00
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.	$100.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$100.00
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)	$500.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$200.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00

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