

Charles Sumner Math & Science Community Acad ES 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/12/2020	ILT	SEF Finalization Review/Areas of Critical Need
02/27/2020	PAC/LSC	SEF Finalization Review/Areas of Critical Need

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** - awareness within the community and knowledge of demographics - state of school address and letters home reflect evidence of communication home - regular GLT and ILT mtgs and use of that feedback from teachers at GLT to inform work of ILT - attempt to shield staff from network or district priorities that don't align with a school focus - more consistency in the beginning of the year about data sharing - strengthen in use of stakeholders to incorporate families - GLTs allow for teacher collaboration and consistency - SEL with Second Step and multiple supports for students - Evidence of use of teams - attempts to keep everyone connected and evidence of equity of voice and everyone is actively engaged - evidence of capitalizing on leadership skills of others - consistency with teaming and meeting of teams - meetings are focused and topic-driven - NEED to share with staff more often what is happening with partnerships - NEED for more consistency in our mission and vision and need to reinforce practices for SOAR - Application of data and identification of what areas of focus for the school and developing PD in those areas - Supports needed for intermediate and new ones - Safe practice is a strength - not a culture of "I got you" - improvements in instruction are a practice - NEED to be more consistent in the implementation of instructional practice
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 3 Design professional learning (PL) to achieve school-wide improvement goals
- 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
- 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
- 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)
- 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Consistency is a gap - evidence of cycles of peer observation and questioning - need to close the cycles more productively in a way that would generate improvements in instructional practices - Consistency is a need - especially in terms of professional learning and continuous improvement cycles - student's voice is a gap - CONSISTENCY CONSISTENCY CONSISTENCY - more work needed around ensuring students know the vision - time is a true factor

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** - More culturally diverse materials purchased at specific grade levels - Math & Science aligned - offers a real-world discussion -Need more curricular PD - Need more time for vertical alignment -SEL evident -Need more big ideas project-based learning "- Development evident in SEL curriculum -Culturally relevant text purchased for 3-5th grades -Text on display - Fairly wide variety of text available, but gaps exist in correlation to CCSS specifically with Lucy Caulkins -CLI provided a lot of rich text and Teacher Strategies Gold curriculum - A lot of supports embedded within Literacy curriculum - Art program with the dance and AARP provides a variety of opportunities - Project-based learning and field-based learning needs to increase - SEL falls by wayside at times; due to needing to increase NWEA scores "- Second Step - Go Math should provide scope and sequence throughout the grades - Lack of project based learning across the building - Scope and sequence throughout the school is missing - fidelity of existing sequencing - Gap in essential understandings and fidelity of that - Gaps in aligning instruction and lack of ELA curricular materials - Second Step and partnerships that we are developing - Career planning and mapping work with Muzzall is working - Scope and sequence maps lacking - Opportunity for field

base learning - lack of fidelity with on-line coaching - stronger phonics curriculum
K-5 needed

- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** "- Need more integration of differentiated supports - Questioning and Discussion techniques need more support -More opportunities needed for advance learners -Student ownership of work needs to be developed more - Grouping of students evident - BAck and forth with cultivating student ownership - Development of question and discussion is a need - Increasing questions - Differentiating is an increased need -Monitoring and supporting students is a strength -SEL learning is a strength - Look to support questioning - More support to cognitively challenging students is needed - Opportunity for question and discussion - Persisting and adjusting instruction a strength in some components - Rigor evident - Opportunity for strengthening in questioning - hit and miss application of goal setting - the school-wide expectation of focus to be implemented
- 2 - 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
 - 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
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 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
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:** - Discussion of equity in grading - Development needed for incorporation of alternative assessments for DL students "-grading conversations have begun - need for more rational so that it is fair - strength in standard weights across the grades - Opportunity for more collaboration between grades on assessments - Since of urgency around the work and how making sure that students are progressing "- lack of knowledge of what is occurring at end of each year in terms of fidelity of practice - need to assess minimal knowledge of skills - overall CPS system is lacking the supports - need to unpack grading to understand what it means
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 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)
 - 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)
 - 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)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 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)
 - 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)
 - 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)

- 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 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)
- 2 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)
- 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)
- 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)
- **Evidence:** Lack of researched-based interventions Lack of time to process (Root Cause Analysis) Need a person to own the process of MTSS/RTI Interventions on SEL side Interventions for Reading in grades K-3 No math interventions No interventions in 4th-8th at the tier 3 level academics Lack of communication to parents about progress and matched interventions beyond the primary grades
- 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:** Naviance Second Step BAM Pitch IN Counselor integration in the classroom

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)
- 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- **Evidence:** Second step - Need for Calm Classroom to be integrated more often - has been a gap this year in practice - Development of PPC - Growth in development of positive student and staff interactions - Need for additional support for staff at how to support students when they are at high levels of stress - SEL is being integrated and calm classroom is occurring - Difficulty noted in doing calm classroom as students are coming at different times (especially for DL classrooms) - Strength noted in staff who are supporting students in their behaviors - Need noted in the strategies for staff who are escalation - Support to staff noted in stress and hardship - Tag in approach
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** - Heavy in some grades and in other grades there is nothing - unclear about the incorporation of politics - gaps in discussion about controversial issues - Gaps in social studies often due to focus on other things during academic press - with varying expectations and implementation of second step during social studies often created gaps - missing pieces of curriculum prevent us from digging deep - controversial nature regarding gender is often an opportunity - difficult to evaluate due to lack of knowledge about what is going on - opportunities available in SPARKS for mentor-ship
- 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:** Trauma PDs Trauma Workshops/Cohorts Partnership with JPA (Individual SEL Counseling for teachers and students, class/small group interventions) Partnership with Laurie's Children Hospital (Trauma-Informed) Focus on staff self-care YOGA for staff and students A reboot of Calm Classroom Second Step Lessons Recess Training (Need more follow up and more reinforcement)
- 2 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)

- 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 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)
- 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Re-establishing behavior expectations for staff and students. Staff response is more restorative Increase of suspensions this school year No days built into the calendar to review expectations
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 2 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:** * PAC has been established and are actively collaborating with school * LSC has been established and are actively collaborating with school * Turning the Page Family Community Nights * Park District Partnership *Pitch In Partnership * Nation 360 Community Partnership * 21st Century Parent Advisory Council

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	4
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	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

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	National School Growth Percentile: Literacy growth of all students K-8
Root Cause 1	No common literacy curriculum with PD
Area of Critical Need 1	Writing K-8
Root Cause 2	?
Area of Critical Need 3	?
Root Cause 3	?

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 - Reading (Grades 3-8) Critical Area of critical need suggests focus on literacy and specifically school structures to support writing development.	Overall		65.00	70.00
	Students with IEPs		20.00	30.00
SQRP: National School Attainment Percentile - Reading (Grade 2) Critical Area of critical need suggests focus on literacy and specifically school structures to support writing development.	Overall		40.00	50.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Critical Area of critical need suggests focus on literacy and specifically school structures to support writing development.	Overall		65.00	70.00
	Students with IEPs		50.00	60.00
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We will incorporate more student voice and engagement			4.00	5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Create a robust professional learning cycle focused on tier 1 instruction that addresses student areas of growth and provides enrichment for their areas of strength.
Then we see...	Focused cycles of learning to evaluate and improve tier 1 instructional strategies and best practices in the classroom. Use of relevant data, including student work, to calibrate alignment to standards and provide ongoing feedback to students Teachers having collaborative conversations and planning sessions on how to create more targeted learning and feedback in the class. Students engaged in differentiated tasks and ongoing feedback sessions that advance their learning.
which leads to...	75% National School Attainment Percentile in Reading and Math Students feeling better supported in their classroom as reported on MVMS Survey 100% of Teachers scoring Proficiency - Distinguished in Domain 3 of CPS Framework for Teaching by the end of Year 2 (2021-22)
Budget Description	Extended Day Buckets for Teacher PD, Substitute Buckets to provide coverage to teachers to complete peer observations and in school collaboration time.
Tags	Instruction, Literacy: Key Practice #3-Frequent Process-based Writing, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Create a common Tier 1 Look for Tool Tags:

Strategy 2

If we do...	Create a balanced assessment and grading system that effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness.
Then we see...	Assessments that produce actionable data to inform planning for instruction, academic supports, and resource allocation. A school-wide grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families.
which leads to...	3-5 On-track Index Score of a 39.5 or greater Increase student and parent agency around proficiency levels Increase of authentic feedback to students that gives them a clear path of what areas to focus on for improvement
Budget Description	
Tags	Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems

Action steps	<ul style="list-style-type: none"> (Not started) Create a communication rollout plan for teachers, students, and parents <p>Tags:</p>
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Strategy 3

If we do...	Collaborate with all stakeholders to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.
Then we see...	Monitoring of students requiring and receiving targeted and intensive instruction/interventions. Use of the Problem Solving Process to plan Tier 2 and 3 instruction/interventions Assigning appropriate interventions for students or groups of students not making adequate progress. Use of progress monitoring data to track the effectiveness of interventions and student response to intervention.
which leads to...	3-5 On-track Index Score of a 39.5 or greater 75% National School Attainment Percentile in Reading and Math Students feeling better supported in their classroom as reported on MVMS Survey
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) Secure research-based interventions that meet the needs of students <p>Tags:</p>

Action Plan

Strategy 1

Create a common Tier 1 Look for Tool

Sep 14, 2020 to Sep 18, 2020 - ILT

Strategy 2

Create a communication rollout plan for teachers, students, and parents

Aug 17, 2020 to Sep 30, 2020 - ILT

Strategy 3

Secure research-based interventions that meet the needs of 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.

The school annually reviews 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.

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

The strategies within the place are co-created with all instructional stakeholders. Through the use of data analysis and knowledge of our school community and the students served, the plan was created to support all students will meeting and exceeding academic standards as defined by district indicators (NWEA).

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.

During SY2010 and 2020, Sumner began a review and conducted a gap analysis of our literacy curriculums in light of student performance in these academic areas. What was found was the need for incorporation of a new literacy curriculum and additional support to teachers on how to provided differentiated tasks to students to support growth. The adoption of a research-based reading program that is available to all students is an additional strategy. Our team anticipates that with an increased focus on differentiated tasks and incorporation of a curriculum to strengthen tier 1 instruction will best support growth within our students.

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).

Our plan encompasses increased instructional professional development to teachers in literacy as well as academic interventions as a part of our school-wide MTSS plan. By deepening our focus on these areas in particular we will increase our student's population to the ability to engage in and beyond the grade-level text. This will therefore decrease their likelihood of underperformance on district and statewide achievement standards. Additionally, our team remains attentive to the Social-Emotional Learning needs of our students through the continued facilitation of a research-based SEL curriculum - Second Step. Lastly, our school-wide MTSS plan is grounded in tiered behavioral supports for students that encompass group, and individual services, mentoring services, and developmentally appropriate activities to develop student awareness around college and career.

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

Sumner utilizes various methods to attract high-quality and highly-qualified teachers. First, we lean upon the resources provided from the CPS Talent office and reach out to that particular central office team as soon as notice is received of a teacher vacancy. Secondly, Sumner admin reaches upon their professional and academic networks (graduate) to notify colleagues of a vacancy and request to notify interested candidates to submit their resume.

Sumner's utilizes a structured interview protocol and conducts phone interviews by both admins, followed by a face-to-face interview with the candidate, admin, and Sumner instructional leadership team members. Lastly, the candidate is required to engage in a lesson that is observed by admin and ILT members followed by a debrief with the candidate and interview team. The candidate's references are checked prior to any offer being formally extended.

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.

Sumner's school-wide professional development plan is developed keeping in mind the academic and social-emotional needs of our students juxtaposed to the needs of our staff. While many PD offerings are provided school-wide, more individualized, and targeted coaching through the use of partners is where we have seen the most significant level of instructional growth with staff. In vetting vendors of any professional development offered to our staff, admin is cognizant of the organization's history in providing resources to schools with students similar to our own, but also aware of the varied methods to maintain engagement amongst adult learners.

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

Sumner truly views parents as partners and believes it to be critical that we support parents in recognizing that their active involvement in supporting their student's learning out of school is critical. Therefore, Sumner partners with various community organizations to engage parents via provided resources, but also engaging parents in workshops and family-friendly activities. Partners include Turning the Page which facilitates monthly Family and Community Nights. These evenings focus on increasing student literacy through activities that families can engage in together and also at home.

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.

Sumner works with community partners and historically has engaged in targeted recruitment of head start programs to make them aware of our PreK program and the opportunities it provides to children and families. Through our partnership with Illinois Action for Children, we increased our visibility within the community via participation in monthly community meetings which include community head start programs. Additionally, Sumner has experienced success with engaging parents of our current K-8 population and utilizing them to refer families to our Pre-K program. Our efforts have proven successful as Sumner was granted an additional PreK classroom during SY20 and amidst the closure of other programs, we are continuing with our 2nd PreK classroom for SY21.

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.

Sumner employs a shared decision-making model regarding many of the decisions which impact student instruction and assessment. Sumner Admin works together with our Instructional Leadership Team to determine which assessments best meet the needs of our students and staff. The recommendations from the ILT are then cycled down to all classroom teachers for their input and feedback prior to decisions being made during gradeband meetings. This ensures that the concerns and recommendations of all stakeholders are taken into consideration when making any adjustments to the instructional program.

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.

Sumner is dedicated to the academic success of all students and ensuring that students leave Sumner at or above grade level. For this to occur, the team remains tireless in its focus on strengthening the skills within teachers to provide individualized supports to students. This is a continued focus of the professional development extended to teachers and remains a focus of our CIWP. Through our shift to strengthening our tier 1 literacy instruction through the incorporation of a research-based curriculum, we anticipate increasing teacher capacity to then create individualized supports to students even more through the use of interventions embedded within the curriculum.

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.

Sumner leans on the inclusion of various community partners and organizations to provide students with extended learning opportunities. Currently, students benefit from the district's fruit and vegetable program facilitated by our physical education teacher to students school-wide. Additionally, through a partnership with Common Threads, students are engaged in monthly small bites activities where they are exposed to healthy snacks and food options. Sumner's partnership with Youth Guidance supports violence prevention efforts with our middle grades students through the incorporation of a structured curriculum and mentoring supports.

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.

Parents are members of the CIWP Team, LSC, PAC, and Family and Community Engagement Committee. All teams are involved in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Meetings will be held monthly and status updates will be sent home in Parent Newsletters and posted to the school website.

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

Projected date of Sumner's Title I Annual Meeting and Title I PAC Organizational Meeting - September 24, 2020. Meetings for PAC, LSC, and Family & Community Engagement Committee will be held monthly. Notices and status updates will be sent home in Parent Newsletters and posted to the school website and School Dojo page.

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.

Meetings for PAC, LSC, and Family & Community Engagement Committee will be held monthly. Notices and status updates will be sent home in Parent Newsletters, posted to the school website, and added to the school Dojo page. The Principal will hold regular meetings with the LSC and PAC chair as well as host Parent Breakfasts to address and respond to and parent suggestions.

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.

Report Card Pick Up in November and April will provide parents an opportunity to receive a report of their child's performance on the state assessment in at least math, language arts, and reading. Parents will receive progress reports weeks 5, 15, 25, and 35. Parents will receive final quarter grades on weeks 10, 20, 30, and 40. The school will reach out to parents when students are not showing proficiency towards the standards.

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.

Highly Qualified notifications will go out from school to parents of students in classrooms when a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

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.

Open House, Report Card Pick up, and school Reading and Curriculum Nights will offer 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. Notices and status updates will be sent home in parent newsletters, posted to the school website and school Dojo page.

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.

Meetings for PAC, LSC, and Family & Community Engagement Committee will be held monthly. Parent Reading and Curriculum Nights will offer parents information, resources, materials, and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement.

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.

During BOY staff PD, the school will make time to educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate, and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Grade Band Teams will host Family Nights throughout the school year in an effort to increase parental participation and engagement.

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.

Parents of Pre-school students are encouraged to participate in all meetings for PAC, LSC, and Family & Community Engagement Committee. Additionally, Family Reading and Curriculum Nights will assist in participation encouragement and support parents in more fully participating in their children's education. The school will host meetings targeted to PK-2 families to reinforce early literacy practices that can be implemented at school and home.

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.

Notices and status updates will be sent home in parent newsletters, posted to the school website, and added to the school Dojo page.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

Our mission is to create a rigorous, supportive, and challenging environment where teachers encourage all students to improve academically. Staff and community members will collaborate to teach the whole child and develop involved self-reflective learners. Solid literacy, math, and science skills will prepare our graduates for future challenges, including high school, college, and a career.

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

Parent-Teacher Conferences will be held on scheduled CPS dates in November and April, as well as when scheduled by teachers or requested by parents, as needed to discuss academic progress and/or behavior.

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

Report Card Pick Up in November and April will provide parents an opportunity to receive a report of their child's performance on the state assessment in at least math, language arts, and reading. Parents will receive progress reports weeks 5, 15, 25, and 35. Parents will receive final quarter grades on weeks 10, 20, 30, and 40. The school will reach out to parents when students are not showing proficiency towards the standards.

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

Teachers/Staff will be available for consultations with parents during their daily preparation periods and as scheduled, before and after school.

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.

Parents are encouraged to volunteer and participate regularly. Parents may assist with playground and lunchroom supervision, classroom activities, field trips, and special activities and projects. Parents must coordinate days and get approval to volunteer from classroom teachers and administrators. All parents/volunteers must follow CPS's approval and guidelines.

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

Parents assist daily in monitoring their children's preparation for school. Additionally, they will monitor daily homework and assist in getting children to school on time, every day.

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

Meetings for PAC, LSC, and Family & Community Engagement Committee will be held monthly. Notices and status updates will be sent home in Parent Newsletters and posted to the school website. The Principal will hold regular meetings with the LSC and PAC chair as well as host Parent Breakfasts to assist with parent participation in decisions relating to the education of their children.

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).

A student-centered environment has been established where students collaborate and share in group learning and/or cooperative learning activities. Students will promote best efforts, good attendance, and positive attitudes as a team effort. We share the belief that our students/staff are one team with one goal.

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.

To increase parent collaboration with teachers to teach the whole child and develop involved self-reflective learners. Parents will help to support solid literacy, math, and science skills that will prepare our graduates for future challenges, including high school, college, and a career.

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.	\$600.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$430.00
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)	\$724.00
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 by used only by parents.	\$0.00