Daniel Webster Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Krissandra Taylor	Assistant Principal	kdtaylor@cps.edu	Has access
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Sherron Jackson	Head Teacher	sfjackson@cps.edu	Has access
Khalid Oluewu	Principal	koluewu@cps.edu	Has access
Inita Callaway	Parent	inita@yahoo.com	No Access

Team Meetings

No meetings saved for this plan.

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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 4 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**: -Grade level. ILT agendas and sign in sheets -State of the school address -establishment of norms, revised mission and vision that included all stakeholders
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 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 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - 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 4 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 4 Curriculum is aligned to expectations of the standards
    - o 4 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**:
- 3 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 2 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 3 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 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**:
- 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 4 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 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 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 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners
  - o 4 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 2 Improve and promote assessment literacy
  - o 4 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**:
- 3 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 4 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 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 4 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 4 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 4 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 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 4 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 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 4 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 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 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 2 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 2 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

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 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 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 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**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 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 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 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	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**3**
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	**0**

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**5**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**4**

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
	Overall		60.00	65.00

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 - Reading (Grades 3-8) Pending	Male		41.00	47.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) Pending	Overall		50.00	55.00
	Male		35.00	40.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Pending	Overall		60.00	70.00
	Male		33.00	43.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) Pending	Overall		56.00	66.00
	Male		68.00	73.00
Vision: NWEA Attainment G2 (Reading) Pending	Overall		45.00	52.00
	Male		53.00	58.00

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Pending					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank)					

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank)					

Strategies

Strategy 1

If we do...	implement sound research-based instructional strategies that are consistent among grade levels, tailor instruction to suit male interest, and create opportunities to allow for various instructional modalities and flexible seating, institute mentorship, changing mindsets, SEL for boys, Classroom environment considerations, Implement instruction approaches that are highly engaging for black males, Deliver culturally relevant high interest literature with student input with a focus on male interest, Equip teachers with the knowledge of and implementation of trauma-informed practices,
Then we see...	more male student engagement, increased relational trust between males and their teachers, opportunities for all students to learn especially the male population,Will see more male scholars eager to attend school eager participants and active learners, scholars who are confident, male scholars who enjoy reading independently, males who learn and complete tasks in a way that suit their needs, a decrease in male student infraction and increase in male achievement
which leads to...	increased NWEA scores for males from _____ to _____. Decrease in Student Logger Higher attendance Improved achievement in literacy Classroom environment switch up More male participation during classroom observations
Budget Description	Materials around relevant and high-interest, text, classroom environment set up, and embedding SEL into instruction.
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions

Action steps	• (Not started) Engage staff in a trauma-informed PD
	
	  Tags:
	
	• (Not started) Work jointly with ILT to create a bank of strategies and monitor (academically and SEL) skills tailored to meet the needs of black males in the school
	
	  Tags:

	• (Not started) Assist teachers with shifting practice and classroom environment to cater to boys? needs
	
	  Tags:
	
	• (Not started) Provide LLI intervention while embedding phonemic awareness and targeted reading skills. Potential partnership with AARP.
	
	  Tags:
	
	• (Not started) Create a boys' primary reading group led by our Student Council
	
	  Tags:

Strategy 2

If we do...	Provide differentiated support for primary teachers in classroom management (CHAMPS Training, Peer observation, observation in high performing teacher classroom and feedback cycle) and strengthen the knowledge and implementation of balanced literacy with partnerships with the Chicago Literacy Initiative (CLI), Network 5, Department of Literacy, provide professional development (academic and SEL) on lesson planning and how to implement the components of the literacy block, and develop a BL monitoring cycle (cohesiveness and continuity) alignment from grade to grade using a monitoring tool and teachers are creating differentiated groups and that the tasks are rigorous
Then we see...	increased teachers? competence to implement the components of balanced literacy consistently and with fidelity scholars engaging in small group instruction consistently with at least two groups daily scholars? instruction time spent in the classroom increased because their SEL/Trauma needs are met.
which leads to...	100% of the K-3 teachers implementing balanced literacy with fidelity on a daily basis. proficient readers by the end of 2nd grade (add percentages)
Budget Description	Partnerships Professional Development Consultants/vendors to assist with the implementation of BL and development of teachers Substitute teacher (PD, programming, etc.) to allow for P-3 teachers to engage in professional learning
Tags	CBE: SEL Integration, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	• (Not started) Ensure that the literacy block components are posted and adhered to in the classroom Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Partner with Chicago Literacy Initiative to support balanced literacy (coaching)

	Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language • (Not started) Observe classroom instruction, offer feedback, and then follow up on suggested instruction practice after sufficient practice time (no more than a week). Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

Strategy 3

If we do...	Develop a calendar of professional learning for teachers in Math (once a month, flex day, in the areas of differentiated small groups and differentiated tasks) and admin and ILT will conduct instructional walks with foci of concentration (monthly) which includes understanding the new on-track metric and the implications for instruction and ILT develops structures of a cycle of data review and response (ILT will review data in grade bands and respond to data) and provide extended learning opportunities to scholars (after-school & Saturday school) and monitor the implementation of the math block components using an instructional monitoring tool (N5 version) and provide PD for off-track teachers
Then we see...	teachers become more competent at delivering rigorous math instruction aligned to the components of the math block ILT review data and develop next steps of improvement with specific foci better delivery of instruction from content area specialists an increase of students on track because of high student engagement
which leads to...	increased in attainment as measure by NWEA MOY and EOY math increased Interim assessment results improved grades in content areas increased level of instructional supports that the teachers will give the students
Budget Description	Fund 115 for intervention/enrichment including after-school and Saturday school tutoring, computer programs, etc.
Tags	Math: Rigorous Tasks, Math: Student Discourse
Action steps	• (Not started) Use monitoring tool to observe classrooms, offer feedback and follow up within the week Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, Math: Formative Assessment • (Not started) Build the ILTs? capacity to monitor teachers and give appropriate feedback using a protocol Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, Math: Formative Assessment • (Not started) Use the Gradebook Monitoring tool weekly to track student performance and opportunities for student re-engagement

	Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Targeted Universalism

Action Plan

Strategy 1

Engage staff in a trauma-informed PD

Aug 24, 2020 to Aug 31, 2020 - Admin

Work jointly with ILT to create a bank of strategies and monitor (academically and SEL) skills tailored to meet the needs of black males in the school

- ILT

Assist teachers with shifting practice and classroom environment to cater to boys? needs

-

Provide LLI intervention while embedding phonemic awareness and targeted reading skills. Potential partnership with AARP.

-

Create a boys' primary reading group led by our Student Council

-

Strategy 2

Ensure that the literacy block components are posted and adhered to in the classroom

Aug 24, 2020 to Sep 04, 2020 - P-3 teachers

Partner with Chicago Literacy Initiative to support balanced literacy (coaching)

Jul 27, 2020 to Aug 21, 2020 - Admin

Observe classroom instruction, offer feedback, and then follow up on suggested instruction practice after sufficient practice time (no more than a week).

Sep 14, 2020 to Jun 11, 2021 - ILT and Admin

Strategy 3

Use monitoring tool to observe classrooms, offer feedback and follow up within the week

May 08, 2020 to May 22, 2020 - Admin and ILT

Build the ILTs? capacity to monitor teachers and give appropriate feedback using a protocol

- Admin and ILT

Use the Gradebook Monitoring tool weekly to track student performance and opportunities for student re-engagement

- Admin and Teachers

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.

Yes

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

Yes

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.

Yes

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).

Yes, we have partnerships with several organizations that support scholars who need additional support academically and social-emotionally.

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

We ensure that we have strong programs and employ a team/collaborative approach to solving problems.

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.

Yes

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

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

The Parent Resource Teacher, SCR, and PAC Chairperson will schedule monthly PAC meetings to involve our parents in the planning, reviewing and improvement of the school's parent involvement plan and the joint development of the school-wide program plan.

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

Webster/Hansberry will host an Open House at the beginning of school to explain the Title I program, its requirement, and the parents' rights to be involved. The monthly PAC and LSC meetings will also be used to get information regarding NCLB requirements to our Parents. Parent Conferences are scheduled twice a year for report card pickup. Classroom meetings are held throughout the school year. The projected date for the Annual Title I Informational meeting and PAC Organization meeting will be shared by the beginning of the SY20-21 school year.

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.

The school will have parent meetings monthly: PAC and LSC meet every 4th Wednesday of the month. We discuss the concerns in an open forum at every meeting. Parents can also get up to date information on the school's website.

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.

Our school counselor and teachers will provide parents with timely information concerning the Title I program, the curriculum, the academic assessment and the expected proficiency levels of their child via notices, newsletters, calendars, and classroom meetings.

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.

Parents will be provided information regarding their child's performance on the State assessment during parent conferences, report pick-up, and workshops provided by the school's Counselor and the parent resource teacher.

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.

Parents will receive via notice the official letter provided by the Board stated whether or not the child's teacher is highly qualified as defined in the Title I Final Regulation.

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.

Through the appropriate funding source, we will provide classes in different areas to assist parents in different ways to work with their children. We have the computer lab available to our parents, we offer Adult literacy classes through the Parent Room Resource Teacher. We encourage and offer books and materials to our parents on different topics of interest. We have a parent survey on what subjects of interest they can use.

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.

The school will provide staff development to educate teachers, pupil service personnel, principals, and other staff, with parents, of the value of parent involvement, and how to reach out to, communicate with, and work with parents as equal partners, implement coordinate parent programs, and build ties between the parents and the school.

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.

Within budget constraints, we will integrate parent involvement programs and activities with SES, and Parent Resource Center, which encourages and support full parent participation in their child's education.

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.

The school will provide information to the parents as it relates to the school in regards to the Title I funding in format and language that parents will understand, with the right to request information regarding their child's teacher and instructional aide in accordance with the NCLB guidelines.

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)

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 life-long learners who take responsibility for their education and social-emotional learning, which will enable them to build a positive, constructive, and successful life.

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 the following dates: November 18, 2020, & April 21, 2021. Report Card Distribution dates are February 21, 2021, & June 22, 2021. Parents will be allowed to schedule parents conference throughout the year. Parents of students in 3,6, & 8th can also pick up report cards on distribution days.

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

Parents can get frequent reports on their children's progress by scheduling individual parent-teacher conferences; using the CPS Parent Portal; and fifth-week assessment. Also, students will receive progress reports every ten weeks.

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

Parents can arrange for conferences before school between the time of 8:00 a.m. - 8:30 a.m. and after school from 3:30. Parents can also arrange to meet teachers during non-collaborative prep time.

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 as chaperones on field trips and classroom celebrations. Parents are welcome to arrange to observe classroom activities with the teacher. Preschool parents are welcomed to participate in the classroom daily and also the Parent Resource Room.

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

Parents will support children learning by having high expectations for their child; serve as a positive role model; see that their child's basic needs are met such are food, rest, and balance. Parents will take their child to the library at least once a month; be positive; attend meetings and cooperate with administration and teachers.

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 will be able to voice concerns at LSC meetings. Parent members of LSC may survey parents' interest in decision making related to the education of their children. Parent will be able to participate in the My Voice, My School Survey. When the school receives the information from the survey, the LSC will sit down and discuss concerns and strengths in the report and discuss next steps.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students can assure academic achievement by reporting to school on time prepared to work. Students should also have a positive attitude about school and feel free to speak to teachers or other staff members when problems occur. Students should participate in class and ask questions when lessons are confusing. It is the students' responsibility to make sure they have an assignment notebook to write down assignments and to complete assignments because of absences. All assignments should be completed in a timely manner. Students should take pride in their work and make sure all assignments are done neatly.

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 primary goal for this school year is to increase parent participation by providing training that empowers parents to better support their children academically, facilitated by our Parent Resource Teacher. In addition to the activities we are already providing, during open house and report card pickup in the first semester we will recruit more parents to join Parent Portal. Our goal is to have 100% of the parents active in the parent portal site, allowing parents to monitor his/her child's progress. Additionally, we will host a quarterly awards assembly that parents will be invited to. During the second semester, we will offer training detailing how parents can support their children at home academically by providing parents with resources they can take home. Lastly, we will make sure our website is current so that parents can go on to receive up to date information about the school and we will welcome parents to share their ideas about improvements they would like to see within the school.

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.	$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.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$1568.00
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	$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
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