William H Brown Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Audrey Boyd	Reading Interventionist	asware@cps.edu	Has access
Kathleen Fahy	Primary DL Teacher	kfahy@cps.edu	Has access
Valerie Jones	Middle School ELA	vgue@cps.edu	Has access
Jacqueline English	Paraprofessional	jdenglish@cps.edu	Has access
Vicki Troup	Paraprofessional	vdtroup@cps.edu	Has access
Patrice Morris	Science Specialist	plmorris@cps.edu	Has access

Team Meetings

Date	Participants	Topic
02/26/2020	All	Root Cause Analysis

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - 3 Enable staff to focus and prioritize what matters most
    - 3 Employ the skills to effectively manage change
    - 4 Make ?safe practice? an integral part of professional learning
    - 3 Collaborate, value transparency, and inform and engage stakeholders
    - **Evidence**: Most of the school staff is on the same page and implements as planned Aligns coaching support to support the changes that are expected Meetings (GLMs, ILT, and PDs) are almost always aligned to our school-wide priorities
- 3 - Structure for Continuous Improvement
    - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - 3 Design professional learning (PL) to achieve school-wide improvement goals
    - 3 Design and implement school day schedules that are responsive to student needs
    - 4 Align the budget to the CIWP priorities and the mission of the school
    - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - **Evidence**: MTSS is still in its infancy stages and could still use more commitment from staff to fully implement Data analysis is consistently used at all meetings and a monitoring of whether what is being done is effective

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
    - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
    - 3 Curriculum connects to real world, authentic application of learning
    - 3 Curriculum is aligned to expectations of the standards
    - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
    - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity

- o **Evidence**: Daily 30 minute SEL block school-wide Staff has input on the purchasing of materials when their is a lack All classrooms were purchased culturally relevant materials to add to our classroom libraries ANet has helped the school be more focused on the alignment of instruction with CCSS
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 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 2 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 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)
  - o **Evidence**: Rigorous Task creation & question/discussion technique that address both the CCSS and student needs is still a work in progress. While we are receiving PD currently to support the building of staff capacity, only some classrooms are strong in this area.
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 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 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: ANet - interim assessments & formative assessments Grading system developed by grade bands at the start of each year
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 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)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 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 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
    - o 4 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 4 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 4 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**: Self-Assessment reflection, School wide PD's for staff regarding MTSS
- 3 - Transitions, College & Career Access, & Persistence
    - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
    - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
    - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
    - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
    - o **Evidence**: 2 College Tours Career Exploration Project for our middle schoolers Career & College Week High School Shadow Days and Visitations

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 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
    - o **Evidence**: Student 5E survey There is a positive culture for the majority of staff
- 3 - Student Voice, Engagement, and Civic Life
    - o 2 Study politics
    - o 2 Become informed voters and participants in the electoral process
    - o 3 Engage in discussions about current and controversial issues
    - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
    - o 3 Exercise student voice (REQUIRED: OSEL)
    - o 2 Authentically interact with community and civic leaders
    - o 3 Engage with their community
    - o 3 Take informed action where they work together to propose and advocate for solutions
    - o 2 Experience a schoolwide civics culture

- o **Evidence**: Active student council Professionals come throughout the year and provide instruction/lectures Lawyers in the Classroom partner
- 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**: Student surveys New youth interventionist specialist position observations of transitions
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 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**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 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 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 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**: Over 10 community partners Hold monthly parent workshops Regular communication via Remind, school calendar, and active website & social media accounts Bilingual Specialist who attends any meetings with our Spanish-speaking parents.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
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**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
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: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**1**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2-8 (Math)	Overall		25.00	30.00
Historically we have not performed above 20% in mathematics for any student group in the last 5+ years. We need to move 30% to 46.36% within the next 5 years.				
Vision: NWEA Attainment G2-8 (Reading)	Overall		40.00	45.00
We are currently at 32.87% of our students being on grade level. We need to move 20% to 53.21% within the next 5 years.	African American Male		35.00	40.00
Vision: Attendance Rate	Overall		94.50	95.00
We continue to struggle with getting our attendance rate to be over 95%. We continue to maintain a percentage between 94-95%.				
(Blank)				
(Blank)				

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 Collaborative					

Custom metrics (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
5Essentials Survey - Relational Trust (Collaborative Teachers) Since we are a 1 classroom per grade level schools, our staff struggles with collaboration					

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
and collective responsibility for all students. This has been our weakest area within the last two years 5E survey.					

Strategies

Strategy 1

If we do...	Provide Professional Development to staff on CCSS, curriculum and instruction & assessment alignment through a year long cycle of inquiry based on individualized teacher needs. Create a school wide vertically aligned scope and sequence.
Then we see...	Teachers providing more rigorous CCSS aligned tasks school wide. An increase in high quality unit plans that are tailored to the rigor of the CCSS, aligned with complex texts/curricular resources and assessments.
which leads to...	an increase in ELA from 32% of students at or above national attainment for 2nd through 8th grade to 45% by EOY22 as measured by the NWEA. an increase grade level attainment in mathematics from 18.2% to 30% percent. an increase in overall rigor (coherence) across all grade levels that will be evident in student tasks and increased scores on interim assessments.
Budget Description	Professional Development - Extended Day Professional Text Classroom library upgrades (Complex/diverse text) Read Aloud materials Word study resources - Wilson Fundations, Vocabulary Workshop books, Flocabulary A Pernicious Myth: Basics Before Deeper Learning & Common Core Companion Guide Power of Teacher Rounds
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum
Action steps	(Not started) Together, a team of teachers combined with Coaches will develop the school-wide scope and sequence for ELA and Mathematics Tags:Curriculum, Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, STE(A)M Schools: Instructional Approach (SSS4) (Not started) Gather a digital library of exemplary lessons taught by teachers demonstrating instructional practices that aligns to the required rigor of the standard to serve as a resource for teachers to use when planning instructional activities/tasks for students. The Coaches/ ILT will develop a peer observation schedule to see teacher implementation of instructional practices.

	Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 4-21st Century Professional Learning, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum • (Not started) Engage in ongoing professional learning around use of complex texts, text dependent questions and CCSS Math standards Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access • (Not started) Engage in ongoing peer observations across grade levels around PLC learned best practices, at least once per quarter Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 4-21st Century Professional Learning, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access • (Not started) Order professional texts aligned to teaching critical foundational reading skills, rich and engaging complex texts PreK-8 and CCSS Math Tags:Curriculum, Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, STE(A)M Schools: Instructional Approach (SSS4), Math: Curriculum, Math: Equitable Access

Strategy 2

If we do...	Provide professional learning to all staff focusing on student-student, student-staff and staff-staff relationship building through SEL curriculum and trauma informed instruction
Then we see...	The entire school community engaged in activities that build respect and rapport through morning meetings/SEL block/Fun Fridays/peace circles/collaborative projects AND Improved staff relationships and collegiality
which leads to...	Lead to an increase in school-wide coherence of the implementation of SEL practices as evidenced by a decline in discipline referrals by 50% by SY22 and an increased feeling of safeness as evidenced by 5E.
Budget Description	Professional Development - Extended Day Student incentives Fun Friday instructional materials Flexible furniture for Peace Room and/or Circle Time
Tags	Relational Trust, CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive School Environment, Safety & Security

Action steps	(Not started) The school will select a curriculum (2nd Step, Casel School Guide) that can be used across all grade levels and used by all staff members in the building. Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices (Not started) Conduct whole staff (including engineer, custodians, security guards, etc.) professional development that is ongoing and embedded more regularly into quarterly whole staff meetings throughout the school year. Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment (Not started) Incorporate the curriculum daily and designate special days and times biweekly to host activities to implement the curriculum with students and whole Staff members. Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment (Not started) Create and distribute student surveys quarterly which gathers students interests for activities and monitors feedback from students and whole staff about the implementation of the curriculum. Tags:Relational Trust, Student Voice, Engagement, and Civic Life (Not started) Re-establish an active Sunshine committee that is inclusive of all school staff to coordinate staff events/outings. Tags:Relational Trust

Strategy 3

If we do...	Create a functioning and running MTSS team, with a resource book, clear guidelines and a mentor from the beginning of the school year and engage teachers and parents in professional development throughout the year, AND Utilize trained personnel that will lead, support, and monitor the implementation of MTSS with fidelity to all stakeholders to ensure sustainability of evidence-based, culturally responsive tiering processes that improves outcomes for all students.
Then we see...	an increased understanding from teachers and parents desire to implement MTSS interventions AND Staff engaged in the problem-solving process where tier 2 and 3 interventions are appropriately identified and monitored with fidelity. AND Evidence-based practices designed to advance equity, access and acceleration for all students, including those who are struggling and those who excel, those who are learning in second language and those whose circumstances are affected outside of the classroom
which leads to...	A reduction in the number of students who are below grade level by 20% and improve reading, math, and social emotional achievement for all students in target groups.

Budget Description	Professional Development - Extended Day Youth intervention specialist Extended pay for MTSS team (planning) EasyCBM subscription
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, OSEL: Supportive Classroom Environment
Action steps	• (Not started) Define clear roles and responsibilities for the MTSS team members. Assign roles to teachers from a wide variety of experiences to make sure all domains are covered. (ex. Gen ed, SPED, Admin, security, Dean of Students etc.) Tags:MTSS, MTSS: Shared Leadership • (Not started) Creating a scope and sequence for PDs that will be provided to staff throughout the school year regarding MTSS procedures and implementation Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process • (Not started) Schedule a timeframe to consistently meet via calendar invite. Meetings should address tier 2 and 3 students using problem solving and root cause analysis to develop appropriate interventions and make changes accordingly. Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring • (Not started) Select monitoring leads from every grade band to oversee progress monitoring and document the progress via ASPEN MTSS Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Align with NWEA test result time frame, analyze MTSS and NWEA data to assess student improvement in reading, math, and social emotional achievement for all students in target groups. Tags:

Action Plan

Strategy 1

Together, a team of teachers combined with Coaches will develop the school-wide scope and sequence for ELA and Mathematics

Jun 22, 2020 to Aug 21, 2020 - ILT; Coaches

Gather a digital library of exemplary lessons taught by teachers demonstrating instructional practices that aligns to the required rigor of the standard to serve as a resource for teachers to

use when planning instructional activities/tasks for students. The Coaches/ ILT will develop a peer observation schedule to see teacher implementation of instructional practices.

Jul 01, 2020 to Nov 27, 2020 - Coaches; ILT team members

Engage in ongoing professional learning around use of complex texts, text dependent questions and CCSS Math standards

Sep 01, 2020 to Jun 30, 2022 - Grade Level Teams and ILT Members

Engage in ongoing peer observations across grade levels around PLC learned best practices, at least once per quarter

Nov 02, 2020 to Jun 04, 2021 - ILT Members and Grade Level Teams

Order professional texts aligned to teaching critical foundational reading skills, rich and engaging complex texts PreK-8 and CCSS Math

Jun 01, 2020 to Aug 01, 2020 - Principal

Strategy 2

The school will select a curriculum (2nd Step, Casel School Guide) that can be used across all grade levels and used by all staff members in the building.

Jun 01, 2020 to Aug 01, 2020 - Culture & Climate Team

Conduct whole staff (including engineer, custodians, security guards, etc.) professional development that is ongoing and embedded more regularly into quarterly whole staff meetings throughout the school year.

Aug 24, 2020 to Jun 25, 2021 - Culture & Climate Team

Create and distribute student surveys quarterly which gathers students interests for activities and monitors feedback from students and whole staff about the implementation of the curriculum.

Sep 01, 2020 to Jun 17, 2022 - Culture & Climate Team

Incorporate the curriculum daily and designate special days and times biweekly to host activities to implement the curriculum with students and whole Staff members.

Sep 01, 2020 to Jun 17, 2022 - Staff

Re-establish an active Sunshine committee that is inclusive of all school staff to coordinate staff events/outings.

Sep 01, 2020 to Oct 01, 2020 - Sunshine Committee

Strategy 3

Define clear roles and responsibilities for the MTSS team members. Assign roles to teachers from a wide variety of experiences to make sure all domains are covered. (ex. Gen ed, SPED, Admin, security, Dean of Students etc.)

Aug 01, 2020 to Sep 05, 2020 - Counselor; MTSS Lead

Creating a scope and sequence for PDs that will be provided to staff throughout the school year regarding MTSS procedures and implementation

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Schedule a timeframe to consistently meet via calendar invite. Meetings should address tier 2 and 3 students using problem solving and root cause analysis to develop appropriate interventions and make changes accordingly.

-

Select monitoring leads from every grade band to oversee progress monitoring and document the progress via ASPEN MTSS

-

Align with NWEA test result time frame, analyze MTSS and NWEA data to assess student improvement in reading, math, and social emotional achievement for all students in target groups.

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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.

NWEA, ANet Interim Assessments, Dibels/TRC, IAR state testing, ISBE Science Assessment are the assessments used to asses student achievement.

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

MTSS is used by all staff members to provide intervention supports for all students who need Tier 2 or 3 supports to gain proficiency in all academic subjects. Additionally, in the middle grades we have a 1 hour intervention block that is designed to provide intervention or enrichment for all students.

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.

Through the use of coherent school-wide vision and mission outlined with instructional priorities all staff members are engaged in professional learning communities designed to build their content knowledge, improve their instructional capacities and strategies to support our students. Additionally, through the use of teacher leaders, grade level meetings and school development days are focused on the use of research based strategies to support teaching and learning.

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).

Through the use of our intervention blocks, school-wide small group instruction and after school programming students who are at-risk are provided target instruction to remediate their deficit areas. Additionally, MTSS is used to track their progress and assess whether our teaching methods are effective. This will lead us through identification of whether changes need to be made to the child's service plan.

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

The leadership of the school has partnered with various universities to seek qualified candidates, along with referral from the district's HR department. Maintenance of our school website and publicizing any vacant positions through our Taleo system. Additionally, the school has a team of staff members who comprise the interview team who review resumes, credentials, and references.

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.

It is our belief that all staff members are responsible for the improvement of all students. Therefore, it takes a collective effort in providing meaningful instructional tasks and strategies that reach and engage our students. Therefore, all staff members are afforded the same opportunities for professional learning. All paraprofessionals and related service providers participate fully in all professional development on Staff Development Days, Teacher institute days, Saturday workshops, etc. Our staff receives professional development based on researched best practices and from quality partners who are at the forefront of instruction and school structures that impact student growth and development.

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

The school will host an open house during the first month of school to inform parents of parent involvement opportunities, introduced to our Community Partners, and our participation in NCLB, Title I programs. Through connections with our community partners and school-wide committees, the school will hold monthly family workshops or school events to encourage strong parental involvement. Finally, through early sign ups at our Back-to-School BBQ and other school-wide events we will reiterate ways of parents becoming involved in our school through PAC, LSC, or volunteerism.

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.

Preschool children are entrenched into the full academic experience of our building. All students and their families are invited to participate in monthly family activities, assemblies, field trips, etc. With that said, our preschool families are afforded the opportunity to see all of our offerings as a school. Additionally, we do hold a preschool meeting annually for the Kindergarten teacher to present to parents about the daily Kindergarten activities in hopes of securing their selection into our Kindergarten program.

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.

The Instructional Leadership Team is a committee that is comprised of teachers and staff members. One of its goals is to assist with making instructional decisions for the school. This is included but not limited to: Curriculum selection, assessment ideas, and analyzation of data. Additionally, the administration has a shared leadership philosophy in which all staff members are solicited for their ideas around appropriate assessments and materials needed to support student learning.

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

The school will provide MTSS intervention supports for all students. Additionally, we plan to host After School programs each semester with offerings that target intervention supports for students who need additional practice with academics.

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.

Through the use of our Community partners, we will hold monthly meetings that address many of these topics. Additionally, quarterly, our PreK department will have workshops that support parental strategies for how to support the learning of our youngest learners. Finally, through our PAC meetings workshops will be developed based on surveys of parents that address job training and/or vocational training needs.

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.

Parents will be involved in the joint development and periodic review and revision of the NCLC, Title 1 school parental involvement plan and policy, and in the process of school review and improvement on a monthly basis at the PAC monthly meetings, CIWP planning meetings, and School Accountability meetings.Additionally, parents will be given opportunities to voice their suggestions during LSC and PAC meetings and through meetings with teachers and school administrators. Parents will also give feedback through My School, My Voice survey.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will host an open house during the first month of school to inform parents of parent involvement opportunities, introduced to our Community Partners, and our participation in NCLB, Title I programs. Through connections with our community partners and school-wide committees, the school will hold monthly family workshops or school events to encourage strong parental involvement.
The school will host PAC meetings monthly, generally on the 3rd Tuesday of each month in the evenings. The projected date of the Annual Meeting and Organizational meeting being on September 15, 2020.

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.

Through monthly meetings, Report Card Pick-Up, Open House, Back to school BBQ, Monthly Newsletters, parent letters and/or other parent conferences parents will be given feedback forms to solicit their input in order to plan for future events. Additionally, it is the desire of the school to have parent participation on school committees that are in charge of the facilitation of school-wide events and programs.

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.

Regularly data is shared with parents through monthly NCLB meetings, LSC meetings, breakfast with the principal, and parent-teacher conferences. At every testing cycle, parents are distributed data reports indicating their child's performance and given strategies for how to assist students with growth at home.

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.

Notification will be sent home with students and mailed home to parents. The school will begin to use an email list serve to also disseminate information to parents.

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.

Teachers will review student data BOY, MOY, and EOY. At every testing cycle, parents are distributed data reports indicating their child's performance and given strategies for how to assist students with growth at home. Additionally, each teacher will conference with students about their strengths and areas of growth. Students will complete a goal sheet based on their data and monitor their goals through an electronic tracker. Through the use of interim assessments (ANet) teachers are able to track student progress against their desired goals.

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.

Parents have a resource room where they are offered quarterly classes. They have access to computers in this space. Additionally, through the use of our community partners, parents will be provided such information during parent trainings given once per month.

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.

Staff development time will be utilized to emphasize the importance of working with parents and treating them as partners. Staff will be trained to be servant leaders and adopt a customer service attitude.

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.

The school has a partnership with the James Jordan Foundation. The school offers a vision for families program to address many of the above listed programs and to equip our parents with tools and strategies they can use to participate in the education of their children. Teacher will also maintain "Parent Call Logs".

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.

A monthly school calendar is distributed monthly. Fliers are created for every school program and send home with students. Additionally, the school utilizes Remind and the school website to communicate school programming.

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 provide an ongoing process of educational improvement for all learners by involving the staff, parents and community members as collaborative partners. We will accomplish this through meaningful professional development, relevant instruction and learning experiences in Reading and STEM related areas. This is accomplished through a culture and climate where our entire community is valued, respected, and socially/emotionally strong; our instruction is student-centered where data is utilized to determine students' needs and interests in order to plan for instruction and deliver engaging lessons; and finally where we monitor the progress of our students regularly in order to ensure the instruction given is rigorous and the methods match their needs.

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 conferences will be held anytime the parents and/or teachers request a conference. In addition, parent conferences will be held at Open House and on both Report Card Pick-Up 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.

Every five weeks throughout the school year a progress report is distributed to parents indicating their child's progress. Additionally, at the end of every testing cycle, parents receive a report indicating how well their child performed. Parents also have access to Parent Portal where they may obtain daily feedback on student's attendance and grades.

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

Parents may schedule an appointment to see a teacher before school between the hours of 7:00AM and 7:25AM. Also, a parent may schedule an appointment during the teacher's preparation period or after 2:30PM.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents must complete the volunteer package as prescribed by the Board of Education. After successful completion of the required documentation and being cleared by the Board of Education, parents will be assigned to either classroom duties, hall duties, lunchroom duties, etc. Parents may observe classrooms after discussion and permission from the principal has been obtained.

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

Parents will be requested to oversee their child's learning through the following processes: homework completion, analyzing and responding to their child's report cards and five-week progress reports, attendance, and participating in parent conferences, parent meetings and volunteering when needed.

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

Parents will participate in decision making process by attending CIWP planning meetings, parent meetings, and/or LSC meetings. Also, parents are encouraged to attend any and all special education staffings on behalf of their child's academic planning. Notices of such meetings will be sent home with the student and will be followed by a follow up phone call.

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

Students will share the responsibility for their academic achievement by committing to maintaining daily attendance, good study habits, exemplary behavior and completion of classroom and homework assignments. Furthermore, students will be provided with a variety of after-school academic programs through OST after school.

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.**
>
> Training topics include: Parent workshops as determined by parent surveys and need (surveys to be distributed September and January of each year)Understanding my child's data and strategies to support at home (January 2021 and 2022); The role of social and emotional learning at home (March 2021);

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

Account(s)

Description

Allocation

Account	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.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$170.00
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)	$1066.00
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

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