Robert Nathaniel Dett Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/22/2020	Michael Valentino, Antonina Luszczak, Danielle Berry, Lindsay Marshall, Ardia Adah-Bush, James Walton, Caroline Kerr, Shahmoor Sarvari, Heather Hampton	Developing Team and Taking SEF Survey
05/04/2020	Michael Valentino, Danielle Berry, Jack Hale, Denise Howard, Ms. Jones, Ms. Kerr, Ms. Evans	Theory of Action Action Steps
04/27/2020	Michael Valentino, Danielle Berry, Jack Hale, Denise Howard, Ms. Jones, Ms. Kerr, Ms. Evans	Theory of Action

Date	Participants	Topic
04/20/2020	Michael Valentino, Danielle Berry, Jack Hale, Denise Howard, Ms. Jones, Ms. Kerr, Ms. Evans	Goals
04/06/2020	Michael Valentino, Danielle Berry, Jack Hale, Denise Howard, Ms. Jones, Ms. Kerr, Ms. Evans	Framework Priorities
04/13/2020	Michael Valentino, Danielle Berry, Jack Hale, Denise Howard, Ms. Jones, Ms. Kerr, Ms. Evans	5 whys
05/14/2020	Michael Valentino, Danielle Berry, Jack Hale, Denise Howard, Ms. Jones, Ms. Kerr, Ms. Evans	ESSA and Parent Compact

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)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make ?safe practice? an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**: The 5 Essentials overall rating for 2019 has improved to Organized. These meetings are use to review data, student work and teacher practice. Teacher leaders are assigned for Literacy and Math, participate in CPS ANET and other district-led initiatives and conduct PD on the information received. DETT School is working on becoming a Personalized Learning School. School

committees are teacher -led: Culture/Climate, PPC/PPLC, CIWPm GLT, MTSS, ILT, as well as seeking out their own professional development opportunities.

- 3 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 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 4 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 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)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: The 5 Essentials overall rating was Organized ILT meetings are held biweekly. ILT artifacts (agenda, minutes, protocols)

Depth and Breadth of Student Learning and Quality Teaching

- 1 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 1 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 1 Curriculum connects to real world, authentic application of learning
  - o 1 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: PD at team meetings or school-led is driven from the PD plan. Weekly team meeting agendas are artifacts. All teachers have common plan time with their grade cycle teachers. All teachers meet weekly to analyze student work/data, problem solve and discuss best practices as it relates to instruction and student achievement. All teachers receive emails or flyers when the network/educational partnerships are offering new learning experiences. All new k-2 teachers received ongoing Professional Development around Balanced Literacy. Trainings on assessment tools (NWEA, Dibels, Envision Math, IAR, DLM, Access) Peer-coaching/collaboration to improve professional practice. Area of Growth: -Teacher/staff collaboration during the summer to plan the school PD calendar for the school year based on REACH and curriculum& instruction needs
- 1 - 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 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding

- o 1 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- o 1 Provide students frequent, informative feedback
- o 1 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 1 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**: Teacher lesson plans, All students have access to either ipads or chromebooks to enhance their learning experience. All teachers have access to a leveled book room with a variety of genres to enhance/differentiate their guided reading and independent reading times. All classrooms have access to a variety of math materials and manipulatives to support the different needs of learners. Some classrooms are implementing personalized learning strategies/practices to meet specific student needs and incorporate voice/choice in the classroom learning experience. Dett utiliizes Common core aligned math programs for primary, intermediate, and upper grades (Envision) Common core aligned science program grades K-8. Balanced literacy materials focusing on common core standards, reading strategies, math problem-solving etc. Guided Reading library Leveled readers in classroom libraries Site licenses and online learning to support reading and math instruction and intervention (Reading A-Z, Edgenuity, Math IXL) Phonics and Word study programs grades K-5 (Heggerty, Words Their Way) News magazines that support reading and writing of informational text (Scholastic News, Junior Scholastic, Science World) Lesson plans include evidence of student groupings for instruction and differentiation.
- 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 4 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 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 2 Improve and promote assessment literacy
  - o 2 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**: Evidence of student learning (lesson plans, weekly assessments, student work samples, grades etc.) On-going observations of student learning. Grading PD workshop on appropriate grading process, grade book audits.

- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 1 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 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 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 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: MTSS referral form, MTSS meeting agenda, BHT Team, BHT Team agenda and meeting notes. Letters to parents from MTSS Team/ BHT Team to explain services, Tier 2 and 3 explanation sheet.
- 2 - 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 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 1 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**: Counselor goal sheet. Parent/Family contact log.

Quality and Character of School Life

- 2 - Relational Trust
  - o 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: One to one meetings, BHT Team, Quarterly Self-Care, Peace room, CHAMPS, PBIS, Restorative Practice Training, Relational trust training
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 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 1 Experience a schoolwide civics culture
- o **Evidence**: Kindness committee is lead by students, morning announcements are student led, SS teacher creates Civics plans with student leadership
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 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**: Transition and discipline plans, Referral form
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 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**: Referral Form, Discipline system and structure, Dean, Restorative practices, CHAMPS
- 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 1 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 2 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 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**: Monthly Calendar and newsletters

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**3**
1	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**4**
2	Quality and Character of School Life: Relational Trust	**0**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**5**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**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	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Discipline issues (increase in suspension, students feeling very weak in student safety, high teacher discipline referrals after lunch, high rate of serious misconducts reported)

Root Cause 1	Dett School disciplinary issues continue to increase because we are dealing with students who have experienced trauma and we have not solidified systems that address restorative practices that reduce disciplinary problems.
Area of Critical Need 1	Low attainment in math and reading of general students and diverse learners
Root Cause 2	Over 70% of Dett School students are below grade level in Reading and math because there is incoherence between teacher's understanding of content complecities, standards and planning, in addition to, the specific tasks that address students learning needs and conceptual understanding as well as the content presented to learners.
Area of Critical Need 3	Low attendance
Root Cause 3	Dett School has a history of attendance that is below 95% due to inconsistant systems and structures around attendance and communication around incentives schoolwide in regards to student interest

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 (Reading) Over 70%of Dett students are below grade level in reading.	Overall		32.90	34.90
	Students with IEPs		30.90	32.90
Vision: NWEA Attainment G2-8 (Math) Over 75% of Dett students are below grade level in math.	Overall		23.30	25.30
	Students with IEPs		23.10	25.10
Vision: Attendance Rate Dett school has a history of low attendance.	Overall		93.00	93.50
	African American		93.50	94.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The safety at Dett school was rated weak in supportive environment and ambitious instruction				50.00	55.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we provide all teachers with access to continuous trauma responsive training, which provides teachers with opportunities to develop the skills needed to respond appropriately, compassionately and consistently to all students who have experienced trauma and we also provide our school community with specific systems, structures and procedures that outline how to handle specific situations
Then we see...	a decrease in the amount of time that staff members spend responding to disciplinary disruptions and an increase in instructional time and engagement with teachers and peers
which leads to...	a decrease in the number of infractions and referrals to the dean by 10%, an increase in student attendance by 0.5%, and an increase of 1 point in Dett Schools Supportive Environment rating.
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps
Action steps	• (Not started) Analyze Existing Data (NWEA, ANET, IAR, etc) Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy

- (Not started) Weekly Assessments: Planning with ANET, Pearson, etc

  Tags:Assessment: Checkpoint Student Assessment System

- (Not started) Analyze student work to provide corrective instruction

  Tags:Instruction

- (Not started) Summer Safety Care Training: Training of 4 Representatives

  Tags:Physical and Emotional Safety, OSCPA: Social/Emotional Support, Safety & Security

- (Not started) Training staff (10 people max per trainer)

  Tags:Physical and Emotional Safety, OSCPA: Social/Emotional Support, Safety & Security

- (Not started) ABC Data Collection Chart (Training on the Learning Hub) ?Data can be taken at any time without parent consent, including ABC data. These would be considered progress monitoring data. If the team were to conduct an FBA and develop a BIP at a later date, these data would not be able to be included in the assessment, but could be considered in a records review.?

  Tags:OSCPA: Social/Emotional Support

- (Not started) Create Uniform Loaner System to ensure that discipline concerns are mitigated during the school year

  Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices

- (Not started) Review Master Schedule to ensure that structures in place allow for teachers to visit other teachers? classrooms

  Tags:Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Hire a MTSS Coordinator or Behavior Intervention Specialist

  Tags:MTSS

- (Not started) Building relationships (relational trust)-Morning Meeting, Peace Circle, Daily Check Ins

  Tags:Relational Trust

- (Not started) Securing Students Attention-Teaching Strategies, solidifying routines and procedures for teachers and students

Tags:Instruction, MTSS: Curriculum & Instruction

- (Not started) Establishing ways to address misbehavior

  Tags:Supportive and Equitable Approaches to Discipline

- (Not started) Sharing among Learning Community successes/opportunities around classroom management (using teacher leaders to showcase classroom practices that work)

  Tags:Teacher Leader Development & Innovation: Teacher Teams, SSCE: Community Based Learning

- (Not started) Parent Involvement: Have parents sign Contracts of Support to get buy in from parents to support Culture and Climate efforts

  Tags:Family & Community Engagement

- (Not started) Quarterly Parent Engagement Events: Instructional Visits, Dinners, Showcases, etc.

  Tags:Family & Community Engagement

- (Not started) Additional professional development: Ways to defuse anger (in house trainer: Dean/ BHT Team Member) Achieving 100% at all times (in house trainer: Instructional Coach) Effective ways to utilize the calm corner(in house trainer: Instructional Coach) Modified trauma-responsive strategies for all learners.(in house trainer: Dean/BHT Team Member)

  Tags:OSCPA: Social/Emotional Support

- (Not started) Emphasis on attendance: Weekly planning, City Year attendance focus, attendance shout outs, morning announcements, "Are you here?"

  Tags:OSSE: Attendance & Truancy

- (Not started) Quarterly 8th Grade events for good behavior/attendance/academics.

  Tags:Instruction, OSCPA: Social/Emotional Support, OSSE: Attendance & Truancy

- (Not started) Student Government

  Tags:Student Voice, Engagement, and Civic Life

- (Not started) Implementation of Triple ?A? Club for students who exhibit good Attitude, Attendance and Academics.

  Tags:OSCPA: Social/Emotional Support

	• (Not started) Systems and structures in referral form and follow up Tags:Supportive and Equitable Approaches to Discipline, OSCPA: Social/Emotional Support • (Not started) Provide before and after-school tutoring to ensure student success in all course work. Tags:Instruction • (Not started) Partnership with West side Mental Health Clinic, City Year, RUSH, JRJF (STEM/Family Focus/Primary Instruction), TREP, Chicago Youth Programs, Clever Characters, Blessings in a Bookbag, Resilience, Children First Fund, Calm classroom, Soul City Church, Crisis Unit (CPS) Stress Management, FBI partnership (Middle School), Ravinia, Hubbard Street Tags:Equity: Inclusive Partnerships, FACE2: Community Partnerships

Strategy 2

If we do...	If we work collaboratively to target key areas for behavioral improvement in the school and focus on creating positive behavior in classrooms by requiring structures and processes that immediately and decisively address the physical, emotional and psychological well-being of students. Additionally, by incorporating Tier 1 systems and structures for attendance and culture that is clearly communicated to students, staff and families to build tier SEL strategies in classrooms
Then we see...	students attending school regularly, foster/maintain caring relationships with teachers and staff and buy in from stakeholders. Additionally, teachers and staff will be equipped with specific interventions from members of the BHT team and designated school leaders to facilitate the development of strong relationships. Lastly, BHT members will engage in ongoing progress monitoring to ensure individual learning needs are met.
which leads to...	A decrease in the number of infractions by 10%, an increase in student attendance by 0.5%, the increase of teacher capacity regarding culturally responsive teaching/SEL practices, and 5Es - supportive environment will improve by 1 point.
Budget Description	City Year, Instructional Coach, Attendance incentives
Tags	MTSS: Family and Community Engagement, ODLSS: Behavior Support, OSCPA: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices, OSSE: Attendance & Truancy
Action steps	• (Not started) Provide planning time for staff to plan initiatives for attendance that is engaging Tags:OSSE: Attendance & Truancy

- (Not started) Continuation with attendance team to ensure it is success, monitoring data weekly

  Tags:OSSE: Attendance & Truancy

- (Not started) Communication with staff weekly from attendance team

  Tags:OSSE: Attendance & Truancy

- (Not started) ?What?s Happening? each month (display in room105/103)

  Tags:OSSE: Attendance & Truancy

- (Not started) Are you here? (Attendance for staff and students)

  Tags:OSSE: Attendance & Truancy

- (Not started) Continuing to Communicate to students (Flyers, Robocalls, intercom, Class Dojo, Website)

  Tags:Family & Community Engagement

- (Not started) Update New Website weekly

  Tags:Family & Community Engagement

- (Not started) Monthly Calendar of events

  Tags:Family & Community Engagement

- (Not started) Posting attendance calendar of events outside of the office (upcoming events)

  Tags:OSSE: Attendance & Truancy

- (Not started) Main Lobby Attendance Boards

  Tags:OSSE: Attendance & Truancy

- (Not started) Data Analysis around monitoring electronic discipline/attendance form monthly

  Tags:OSSE: Attendance & Truancy

- (Not started) PBIS: DETT STORE/ Dett Dollars (System and structure for program)

  Tags:ODLSS: Behavior Support, OSCPA: Social/Emotional Support

- (Not started) Class Dojo Points = Dett Dollars (School-wide expectations)

  Tags:ODLSS: Behavior Support, OSCPA: Social/Emotional Support

- (Not started) Daily 30 minutes of SEL (Second Step/Paths/ Morning Meeting)

  Tags:OSCPA: Social/Emotional Support

- (Not started) Creation and execution of Red, Yellow, Green Procedure for dealing with challenging students

  Tags:Supportive and Equitable Approaches to Discipline

- (Not started) attendance/ behavior Incentives: Field trips (Ditch Day for great behavior)

  Tags:Supportive and Equitable Approaches to Discipline, OSSE: Attendance & Truancy

- (Not started) Consistent BHT Data Analysis around monitoring electronic discipline form monthly

  Tags:MTSS, Supportive and Equitable Approaches to Discipline, MTSS: Problem Solving Process, MTSS: Progress Monitoring, ODLSS: Behavior Support

- (Not started) Relational Trust Training

  Tags:Relational Trust

- (Not started) Short Book List Collaboration: Dealing with Difficult Parents, how to build relational trust, how to engage the school community, etc.

  Tags:Family & Community Engagement, FACE2: Community Partnerships

- (Not started) Uniform policy revisited PD on: Student Engagement strategies for effective instructional implementation PLC: Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom

  Tags:Instruction, Supportive and Equitable Approaches to Discipline, OSCPA: Social/Emotional Support

- (Not started) Getting parents involved

  Tags:Family & Community Engagement

- (Not started) Provide Teachers with time during grade level meetings to enter MTSS Data regularly

	Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
	• (Not started) Analyze MTSS data for upcoming quarter Tags:MTSS, MTSS: Progress Monitoring • (Not started) Systems and structures in referral form (discipline) and follow up Tags:Supportive and Equitable Approaches to Discipline • (Not started) SCORE Program: Afterschool (Basketball, volleyball) Tags:OSCPA: Social/Emotional Support • (Not started) Assembly/ Friday Morning Meetings Tags:OSCPA: Social/Emotional Support • (Not started) Behavioral Contracts Tags:Supportive and Equitable Approaches to Discipline • (Not started) Quarterly activities: Dinners, family night, art, popcorn and movie, family dances Tags:Family & Community Engagement • (Not started) Hire a MTSS Coordinator/ Interventionist Tags:MTSS, MTSS: Fidelity of Implementation

Strategy 3

If we do...	Provide consistent, standards aligned, tier 1 instruction and a structured and research based tier 2 and tier 3 academic intervention program
Then we see...	an increase of student achievement and performance on formative and summative assessments, rigorous lesson plans that are aligned to CCSS and targeted to meet student needs and an increase the amount of instructional time in math and ELA for Tier 1 instruction
which leads to...	An increase in the attainment of ELA and math of 2% each year.
Budget Description	

Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 4-21st Century Professional Learning, Math: Rigorous Tasks, Math: Curriculum
Action steps	• (Not started) Purchase additional copies of "Teach Like a Champion" Tags:Instruction • (Not started) Schedule monthly meeting dates, agenda, and protocols/ case studies to use during meetings Tags:Instruction • (Not started) Meet with Teachers during the PLC meetings and review case studies and next steps Tags:Instruction • (Not started) Observe teachers and provide feedback Tags:Instruction • (Not started) UIC Student Teachers Tags:Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Weekly SECA professional development Tags:Instruction, MTSS: Curriculum & Instruction • (Not started) Instructional focus and how to work with small groups Tags:Instruction, MTSS, MTSS: Curriculum & Instruction • (Not started) Classroom management Tags:Supportive and Equitable Approaches to Discipline, CBE: SEL Integration, OSEL: SEL Instruction • (Not started) Behavioral strategies: examples: First/ Then strategies Tags:CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, MTSS: Curriculum & Instruction • (Not started) SECA weekly meeting Tags:Leadership for Continuous Improvement

- (Not started) Weekly Check-in Meeting with all staff

  Tags:Leadership for Continuous Improvement

- (Not started) Instructional support observation team (quality control)

  Tags:Leadership for Continuous Improvement, MTSS, OSCPA: Social/Emotional Support

- (Not started) Talent Acquisition Team

  Tags:Talent

- (Not started) ANET continuation

  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

- (Not started) Teaching and Learning cycles: unpacking the standards, taking the assessment, planning, analysis of data

  Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Determine roles and responsibilities for MTSS coordinators

  Tags:MTSS, MTSS: Fidelity of Implementation

- (Not started) City Year (Small groups: BAS/LLI)

  Tags:MTSS, MTSS: Curriculum & Instruction

- (Not started) Summer Planning for Teachers

  Tags:Instruction

- (Not started) New Teacher/ Second Year at Dett Teacher PD

  Tags:Instruction, Teacher Leader Development & Innovation: New Teachers

- (Not started) New Teacher/ Second Year at Dett Teacher PD

  Tags:Instruction, Teacher Leader Development & Innovation: New Teachers

- (Not started) Support Primary Instruction by opening up a new kindergarten position

  Tags:Instruction

Action Plan

Strategy 1

Analyze Existing Data (NWEA, ANET, IAR, etc)

Jul 01, 2020 to Jul 01, 2022 - ILT, Classroom Teachers

Weekly Assessments: Planning with ANET, Pearson, etc

Jul 01, 2020 to Jul 01, 2022 - Classroom Teachers, ANET, Instructional Coach, Admin

Analyze student work to provide corrective instruction

Jul 01, 2020 to Jul 01, 2022 - Instructional Coach, teachers, Teacher Leaders

Summer Safety Care Training: Training of 4 Representatives

Jul 01, 2020 to Sep 01, 2020 - Dean, Admin, Interventionist

Training staff (10 people max per trainer)

Sep 01, 2020 to Jun 01, 2022 - Dean, Admin, Interventionist

ABC Data Collection Chart (Training on the Learning Hub) ?Data can be taken at any time without parent consent, including ABC data. These would be considered progress monitoring data. If the team were to conduct an FBA and develop a BIP at a later date, these data would not be able to be included in the assessment, but could be considered in a records review.?

Jul 01, 2020 to Jul 01, 2022 - Social Workers, Counselor, Teachers, Admin, Case Manager

Create Uniform Loaner System to ensure that discipline concerns are mitigated during the school year

Jul 01, 2020 to Sep 01, 2020 - Interventionist, Dean, AP

Review Master Schedule to ensure that structures in place allow for teachers to visit other teachers? classrooms

Jul 01, 2020 to Sep 01, 2020 - Admin, teacher leaders

Hire a MTSS Coordinator or Behavior Intervention Specialist

May 01, 2020 to Sep 01, 2020 - Dett Hiring Team

Building relationships (relational trust)-Morning Meeting, Peace Circle, Daily Check Ins

Jul 01, 2020 to Jul 01, 2022 - Teachers, Admin, interventionist, instructional coach, all staff

Securing Students Attention-Teaching Strategies, solidifying routines and procedures for teachers and students

Jul 01, 2020 to Jul 01, 2022 - Teachers, instructional coach

Establishing ways to address misbehavior

Jul 01, 2020 to Jul 01, 2022 - dean, interventionist

Sharing among Learning Community successes/opportunities around classroom management (using teacher leaders to showcase classroom practices that work)

Jul 01, 2020 to Jul 01, 2022 - teacher leaders, instructional coach

Parent Involvement: Have parents sign Contracts of Support to get buy in from parents to support Culture and Climate efforts

Jul 01, 2020 to Jun 01, 2022 - JJF, City Year, Teachers, staff

Quarterly Parent Engagement Events: Instructional Visits, Dinners, Showcases, etc.

Jul 01, 2020 to Jul 01, 2022 - City Year, JJF, Rush, Teachers

Additional professional development: Ways to defuse anger (in house trainer: Dean/ BHT Team Member) Achieving 100% at all times (in house trainer: Instructional Coach) Effective ways to utilize the calm corner(in house trainer: Instructional Coach) Modified trauma-responsive strategies for all learners.(in house trainer: Dean/BHT Team Member)

Sep 01, 2020 to Jul 01, 2022 - Dean, BHT Team Member, Instructional Coach, AP, Counselor, Social Workers

Emphasis on attendance: Weekly planning, City Year attendance focus, attendance shout outs, morning announcements, "Are you here?"

Jul 01, 2020 to Jul 01, 2022 - Attendance Team/ Student of the month, City Year, clerk

Quarterly 8th Grade events for good behavior/attendance/academics.

Jul 01, 2020 to Jul 01, 2022 - Interventionist/Dean/ 8th grade teachers

Student Government

Oct 01, 2020 to Jun 21, 2021 - 6-8 grade Teachers

Implementation of Triple ?A? Club for students who exhibit good Attitude, Attendance and Academics.

Jul 01, 2020 to Jul 01, 2022 - Teachers and Admin

Systems and structures in referral form and follow up

Jul 01, 2020 to Jul 01, 2022 - BHT Team and Dean

Provide before and after-school tutoring to ensure student success in all course work.

Oct 01, 2020 to Jul 01, 2022 - Admin, teachers, and SECAs, Outside vendor, if possible

Partnership with West side Mental Health Clinic, City Year, RUSH, JRJF (STEM/Family Focus/Primary Instruction), TREP, Chicago Youth Programs, Clever Characters, Blessings in a Bookbag, Resilience, Children First Fund, Calm classroom, Soul City Church, Crisis Unit (CPS) Stress Management, FBI partnership (Middle School), Ravinia, Hubbard Street

Jul 01, 2020 to Jul 01, 2022 - Partnerships, teacher leaders, and admin

Strategy 2

Provide planning time for staff to plan initiatives for attendance that is engaging

Jul 01, 2020 to Sep 01, 2020 - admin, attendance team

Continuation with attendance team to ensure it is success, monitoring data weekly

Sep 01, 2020 to Sep 01, 2022 - attendance team, admin

Communication with staff weekly from attendance team

Sep 01, 2020 to Sep 01, 2022 - attendance team, clerk, student leader

?What?s Happening? each month (display in room105/103)

Sep 01, 2020 to Sep 01, 2022 - attendance team

Are you here? (Attendance for staff and students)

Sep 01, 2020 to Sep 01, 2022 - attendance team

Continuing to Communicate to students (Flyers, Robocalls, intercom, Class Dojo, Website)

Sep 01, 2020 to Sep 01, 2022 - admin, technology coordinator

Update New Website weekly

Jul 01, 2020 to Jul 01, 2022 - admin, technology coordinator

Monthly Calendar of events

Jul 01, 2020 to Jul 01, 2022 - admin, technology coordinator

Posting attendance calendar of events outside of the office (upcoming events)

Jul 01, 2020 to Jul 01, 2022 - attendance team

Main Lobby Attendance Boards

Jul 01, 2020 to Jul 01, 2022 - attendance team/ City Year

Data Analysis around monitoring electronic discipline/attendance form monthly

Jul 01, 2020 to Jul 01, 2022 - attendance team, admin

PBIS: DETT STORE/ Dett Dollars (System and structure for program)

Jul 01, 2020 to Jul 01, 2022 - Attendance team/ culture and climate team

Class Dojo Points = Dett Dollars (School-wide expectations)

Jul 01, 2020 to Jul 01, 2022 - attendance team/ culture and climate team

Daily 30 minutes of SEL (Second Step/Paths/ Morning Meeting)

Jul 01, 2020 to Jul 01, 2022 - culture and climate team/ interventionist

Creation and execution of Red, Yellow, Green Procedure for dealing with challenging students

Jun 01, 2020 to Sep 01, 2020 - Dean/ Admin

attendance/ behavior Incentives: Field trips (Ditch Day for great behavior)

Jul 01, 2020 to Jul 01, 2022 - attendance team

Consistent BHT Data Analysis around monitoring electronic discipline form monthly

Jul 01, 2020 to Jul 01, 2022 - BHT Team

Relational Trust Training

Jul 01, 2020 to Jul 01, 2022 - Instructional coach, interventionist, Admin, teacher leaders

Short Book List Collaboration: Dealing with Difficult Parents, how to build relational trust, how to engage the school community, etc.

Jul 01, 2020 to Jul 01, 2022 - All Dett Staff

Uniform policy revisited PD on: Student Engagement strategies for effective instructional implementation PLC: Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom

Jul 01, 2020 to Sep 01, 2020 - All staff

Getting parents involved

Jul 01, 2020 to Jul 01, 2022 - All Dett Staff

Provide Teachers with time during grade level meetings to enter MTSS Data regularly

Jul 01, 2020 to Jul 01, 2022 - Interventionist/MTSS coordinator, Teachers

Analyze MTSS data for upcoming quarter

Jul 01, 2020 to Jul 01, 2022 - Interventionist/MTSS coordinator, Teachers

Systems and structures in referral form (discipline) and follow up

Jul 01, 2020 to Sep 01, 2020 - Dean/ admin

SCORE Program: Afterschool (Basketball, volleyball)

Jul 01, 2020 to Jul 01, 2022 - Gym Teacher

Assembly/ Friday Morning Meetings

Sep 01, 2020 to Sep 01, 2022 - Attendance team

Behavioral Contracts

Jul 01, 2020 to Jun 01, 2022 - Dean

Quarterly activities: Dinners, family night, art, popcorn and movie, family dances

Jul 01, 2020 to Jul 01, 2022 - JJF, Admin, Teacher leaders, LSC

Hire a MTSS Coordinator/ Interventionist

Apr 01, 2020 to Sep 01, 2020 - Hiring Commitee

Strategy 3

Purchase additional copies of "Teach Like a Champion"

Jul 01, 2020 to Jul 01, 2021 - Clerk and Administrator

Schedule monthly meeting dates, agenda, and protocols/ case studies to use during meetings

Jul 01, 2020 to Jul 01, 2021 - Admin

Meet with Teachers during the PLC meetings and review case studies and next steps

Jul 01, 2020 to Jul 01, 2021 - admin

Observe teachers and provide feedback

Jul 01, 2020 to Jul 01, 2021 - admin and classroom teachers

UIC Student Teachers

Jul 01, 2020 to Jul 01, 2022 - Teacher Leaders

Weekly SECA professional development

Sep 01, 2020 to Jun 30, 2022 - Secas, Admin, Casemanager

Instructional focus and how to work with small groups

Jul 01, 2020 to Jul 01, 2022 - admin, MTSS coordinator

Classroom management

Sep 01, 2020 to Sep 01, 2022 - admin, MTSS coordinator

Behavioral strategies: examples: First/ Then strategies

Aug 03, 2020 to Aug 01, 2022 - Admin, MTSS coordinator

SECA weekly meeting

Sep 01, 2020 to Sep 01, 2023 - Admin

Weekly Check-in Meeting with all staff

Sep 01, 2020 to Jun 24, 2022 - Admin

Instructional support observation team (quality control)

Sep 01, 2020 to Sep 01, 2021 - Admin, ILT

Talent Acquisition Team

Sep 01, 2020 to Sep 01, 2022 - Admin, Dett School Hiring Team, LSC, Parents

ANET continuation

Aug 03, 2020 to Jun 24, 2021 - ILT, Admin, teachers grades 2-8

Teaching and Learning cycles: unpacking the standards, taking the assessment, planning, analysis of data

Jul 01, 2020 to Jul 01, 2022 - ILT, Teachers, admin

Determine roles and responsibilities for MTSS coordinators

Jun 30, 2020 to Sep 01, 2020 - Admin

City Year (Small groups: BAS/LLI)

Jul 01, 2020 to Jul 01, 2022 - admin, MTSS coordinator

Summer Planning for Teachers

Jun 30, 2020 to Sep 01, 2020 - Instructional coach, admin, teacher leaders

New Teacher/ Second Year at Dett Teacher PD

Jun 30, 2020 to Sep 01, 2020 - Instructional Coach

New Teacher/ Second Year at Dett Teacher PD

Jun 30, 2021 to Sep 01, 2021 - Instructional Coach

Support Primary Instruction by opening up a new kindergarten position

Jun 30, 2020 to Sep 01, 2020 - hiring team

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.

1. By 2021, decrease in the number of infractions and referrals to the dean by 10%, an increase in student attendance by 0.5%, and an increase of 1 point in Dett Schools Supportive Environment rating.
2. By 2021, a decrease in the overall number of infractions by 10% and an increase in attendance by 0.5% to 93% from 92.8%
3. By 2021, increase in the attainment of ELA and math of 2% each year. ELA will increase to 32.90 from 30.9. Math will increase to 23.3 from 21.3.

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

Dett School will provide all teachers with access to continuous trauma responsive training, which provides teachers with opportunities to develop the skills needed to respond appropriately, compassionately and consistently to all students who have experienced trauma and we also provide our school community with specific systems, structures and procedures that outline how to handle specific situations and work collaboratively to target key areas for behavioral improvement in the school and focus on creating positive behavior in classrooms by requiring structures and processes that immediately and decisively address the physical, emotional and psychological well-being of students. Additionally, by incorporating Tier 1 systems and structures for attendance and culture that is clearly communicated to students, staff and families to build tier SEL strategies in classrooms and provide consistent, standards aligned, tier 1 instruction and a structured and research based tier 2 and tier 3 academic intervention program

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.

At R. Nathaniel Dett Elementary School, we use the following scientifically-based research instructional strategies to strengthen our core academic programs:

Close Reading
Socratic Seminar
Interactive Instruction
Gradual-Release of Responsibility

Close reading will allow students to annotate, ask different questions, and read for a deeper understanding.

The usage of Socratic Seminar gives students the opportunity to engage through the text through collaboration. Also, students are able to probe each other by asking the following types of questions:

Factual
Debatable
Conceptual

Interactive Instruction supports the ability to blend technology into the instructional block. Blended learning engages the classroom through technological integration.

The Gradual-Release of Responsibility process focuses on the three areas of modeling, coaching, and independence.
I Do, We Do, You Do

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).

The following are school wide 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 strategies academic achievement standards:

Before/After School Mentoring
Project-based Learning
Financial Literacy Program
City Year Instruction/SEL support for grades 3rd-8th
Restorative Justice Teaching Practices
Trauma Responsive Teaching Practices

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

The following are strategies used at Dett to attract high-quality, highly-qualified teachers:

Hiring Team (e.g. Teacher Leads, Administration, etc.)
Teachers who are Data-Driven
Teachers who welcome Diversity
Teachers who display a growth mindset
Teachers who believe that all students can learn, no matter their background
Teachers who are coachable and welcome feedback

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.

At Dett, we will have an ongoing professional development plan to help build teacher capacity, which will increase student achievement. This plan will be based on data from Non-evaluative observations, student data, and priorities areas at Dett.

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

The following are strategies to increase parent involvement:

Family Literacy Night
Family STEM Night
Quarterly Family Instructional Walks
Weekly Newsletter
Parent Resource Guides
Open-Door Policy
Invite Parents to be Partners

Family Literacy helps build collaboration and engagement between the school and community. During this time, families participate in different forms of the reading curriculum that supports comprehension.

Weekly Newsletters provides families with up and coming events at Dett. This is a great way for families to be informed on a weekly basis.

At Dett, we envision creating a parent resources guide that offers strategies and best practices to help families engage their children with homework.

Having an open-door policy allows all stakeholders to come to the office at any time to discuss issues, ask questions, get or give feedback, report problems, or share ideas. We will have a system regarding this, to ensure that this form of engagement doesn?t distract the learning community.
Our plan is to have a culture where we invite our parents to be partners. This will occur during our monthly parent meeting or during our LSC meetings. The end in mind is to solicit feedback from our parents around different priorities at Dett.

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.

-Emphasis on high quality early educational experiences grounded in Early Childhood curriculum around literacy, phonics, and numeracy as well as SEL development
-Support the identification of at-risk students who need additional educational experiences through cycles of inquiry on teacher practices and student performance
-Collaborate with families, social service providers, and community stakeholders to provide early identification of and response to educational risk factors among students in Early Childhood programs
-Provide quarterly instructional walks for parents to observe high quality instructional initiatives that are aligned with Head Start/Early Childhood curricula
-Lesson plan support and feedback for teachers in order to ensure alignment with IELDS or curriculum standards

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.

Our Instructional Leadership Team will be responsible for decisions regarding the use of academic assessments to help improve the achievement of individual students and the overall instructional program. This will happen by using the following process to help create a system that yields those positive academic results.

Scope and Sequence
Creation of Formative Assessment
Creation of Summative Assessment
Progress Monitoring System

Our ILT will use these 4 steps to make decisions that helps improve the achievement of all students.

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 following are activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are as follow:
Personalized Learning Plan
NWEA Achievement Level Support
Intervention Supports
Goal Setting Plan (Signed by Teacher, Student, and Parent)

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.

Many of the programs at Dett School will be coordinated by the school principal and assistant principal; however, there are some programs that will be coordinated by CPS. For example, the nutrition program will be coordinated by CPS and the Dett School Lunch Manager. Violence prevention programs will be secured by the the principal and assistant principal. Once secured, the program will be implemented and followed through by the dean, social worker and the counselor. NCLB and STLS will be coordinated and integrated following the CPS, Illinois and USA education policy.

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 school will hold regular Parent Advisory council meetings to keep parents and the community engaged and informed. The principal will hold a regular State of the School address to share the school vision, focus and achievement data with parents and the community. the principal will hold the annual Title 1 information meeting to share the policy and local NCLB program. Parents will be informed of school activities during the regular monthly LSC meetings.

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 projected date for the annual title 1 meeting is September 2020. The projected date for the Title 1 PAC Organization meeting is September 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.

A calendar of all scheduled PAC and LSC meetings for the school year will be provided so that parents and the greater community are aware of the meeting dates.

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.

The school will provide parents with a report generated to explain student performance. These reports may be shared during Open House, parent-teacher conference days and at parent request.

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.

The school will send written notification of the NCLB not "highly qualified" status of a 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.

The school will will have regular meetings with parents to explain academic content, achievement standards and assessments. The meetings will include but will not be limited to parent-teacher conferences, Open House and parent meetings. Parents are also able to schedule time with teachers and administration for additional support.

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 will receive literacy, math and technology training during monthly PAC meetings, curriculum nights, Open House and parent workshops to encourage increased parental involvement.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The staff will engage in PAC meetings to share information with parents and to provide professional development relative to academic content and student progress.

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 Early Childhood programs at the school will implement parent workshops and training to support parents to more fully participate in the education of their child.

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 send written communication and outreach call messages to inform parents of meetings, programs and trainings.

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)

All boxes are checked

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.)

Mission Statement
Our mission at Robert Nathaniel Dett Elementary School is to provide students with a safe and nurturing, high quality public education where all students develop the critical thinking skills necessary to be successful in college, career and life.

Vision Statement
Students at Robert Nathaniel Dett Elementary School will be engaged in a rigorous instructional program that will allow them to embrace learning, think critically, achieve at their personal best, and build their emotional, social and physical well-being.

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 at the beginning of the second quarter in November 2021 and at the beginning of the fourth quarter in April 2021

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 will receive regular progress reports every five weeks to inform of student progress.

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

Parents will be informed via a Parent Handbook and inquiry in the main office of the times that teachers are available for conferences. Parents can also complete a "missed visit" form to request an in-person or phone conference.

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.

A structured volunteer program is in place at Dett. After completing the on-line application and vetting process through CPS, the prospective volunteer will have an interview with the principal to agree upon a schedule of volunteer dates, times and activities.

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

The school will assist parents in registering for the Parent Portal in gradebook. Quarterly curriculum nights, parent trainings and the like will scheduled to provide parents with ideas and strategies to support their child's learning.

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

The parents may attend meeting, conferences and where appropriate email to consult with staff relevant to their child's academic performance.

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).

Teachers and administration will share with students their personal academic data and help them set growth targets for them to work on. Attendance targets and academic expectations are shared with students during first week orientation activities.

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.

Dett Elementary will provide parent workshops that focus on building the home-school connection and parents as partners in education. These workshops will focus on a variety of topics to build understanding of literacy, math and science expectations for student learning and ways to support learning at home.

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.	$9000.00
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.	$200.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
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)	$1200.00
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