# Thomas Drummond Elementary School 2020-2022 plan summary

## Team

| Name | Role | Email | Access |
|------|------|-------|--------|
| Erica Kittle | Principal | efkittle@cps.edu | Has access |
| Erica Lane | Montessori Coach | eklane@cps.edu | Has access |
| Ashley Reyes | Resident Principal | alnally@cps.edu | Has access |
| Johanna Andrade | EC Teacher | jgandrade@cps.edu | No Access |
| Linda Zehren | EC Teacher | llzehren@cps.edu | No Access |
| Kathleen Leppert | EC Teacher | kmkerber@cps.edu | No Access |
| Anne Carlson | E2 Teacher | aecarlson@cps.edu | No Access |
| Lisa Winans | E1 Teacher | lmroraback@cps.edu | No Access |
| Katherine McCarthy | MS Teacher | kcmccarthy@cps.edu | No Access |

## Team Meetings

| Date | Participants | Topic |
|------|-------------|-------|
| 01/13/2020 | Erica Kittle, Ashley Reyes, Johanna Andrade, Carrie Manion, Claire Parker, Mindy Hilt, Richard Bell | Ground rules, vision setting |

## Framework

**Category scoring**

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

**Subcategory scoring**

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 2 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: -Cycle Meeting Agendas -Flex Meeting Agendas -Weekly Communications (Community & Staff) -Partnership with NCMPS
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 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 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: -Physical plant of building is worn, not ADA compliant -LSC Agendas -- MTSS team agendas -Counseling Tier 1 & Tier 2 supports

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
    - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
    - o 3 Curriculum connects to real world, authentic application of learning
    - o 2 Curriculum is aligned to expectations of the standards
    - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- o 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**: -Montessori "Big Work"
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 3 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**: -Lesson Plans/Curriculum Maps -5 Essentials -NWEA -Attendance Data -SQRP -ACCESS
- 3 - Balanced Assessment and Grading
  - o 2 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 2 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**: -Lesson Plans/Curriculum Maps -5 Essentials -NWEA -Attendance Data -SQRP -ACCESS
- 3 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)

- o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 3 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 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 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 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)
- 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 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 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**: -Lesson Plans/Curriculum Maps -5 Essentials -NWEA -Attendance Data -SQRP -ACCESS
- 3 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: -Lesson Plans/Curriculum Maps -5 Essentials -NWEA -Attendance Data -SQRP -ACCESS

## Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: -Lesson Plans/Curriculum Maps -5 Essentials -NWEA -Attendance Data -SQRP -ACCESS
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 4 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture

- o **Evidence**: -Lesson Plans/Curriculum Maps -5 Essentials -NWEA -Attendance Data -SQRP -ACCESS
- 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 4 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**: -Lesson Plans/Curriculum Maps -5 Essentials -NWEA -Attendance Data -SQRP -ACCESS
- 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**: -Lesson Plans/Curriculum Maps -5 Essentials -NWEA -Attendance Data -SQRP -ACCESS
- 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 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: -Lesson Plans/Curriculum Maps -5 Essentials -NWEA -Attendance Data -SQRP -ACCESS

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# School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | **0** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | **1** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | **0** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | **2** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | **0** |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | **0** |
| 3 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | **0** |
| 3 | Quality and Character of School Life: Physical and Emotional Safety | **0** |
| 3 | Quality and Character of School Life: Relational Trust | **0** |
| 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 | **3** |
| 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.

| | |
|---|---|
| Area of Critical Need 1 | On average, schoolwide reading growth is at the 62nd percentile. |
| Root Cause 1 | There is no vertical alignment of reading instructional practices |

| Area of Critical Need 1 | 30% of Diverse Learners are meeting growth targets in Reading. |
| --- | --- |
| Root Cause 2 | There is limited time for teacher/DL collaboration and SECA training |
| Area of Critical Need 3 | Emotional Health was rated Neutral at 58 on the 5 Essential Survey by students, Teachers report lack of training around SEL practices for students with big behaviors. |
| Root Cause 3 | Teachers have not been trained in restorative practices thus resulting in students' inability to manage their emotional health and impacting NWEA growth. |

## 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 Growth G3-8 (Reading)  On average, only 62% of students are meeting reading growth targets on NWEA, lower for sub groups. | Students with IEPs | | 50.00 | 65.00 |
| | Overall | | 73.00 | 88.00 |
| SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  Teachers report lack of training around SEL practices for students with big behaviors. Emotional Health was rated Neutral at 58 on the 5 Essential Survey by students | Students with IEPs | | 65.00 | 80.00 |
| | Overall | | 72.30 | 82.30 |
| SQRP: % of Students Making Sufficient Annual Progress on ACCESS  On average, 27% of our EL students are making sufficient annual progress on the ACCESS test. Teachers are not equipped with the knowledge to support EL students. | EL | | 40.00 | 50.00 |
| | | | | |
| (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** Emotional Health was rated Neutral at 58 on the 5 Essential Survey by students, Teachers report lack of training around SEL practices for students with big behaviors. |  |  |  |  |  |

## Custom metrics (0% complete)

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

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# Strategies

## Strategy 1

| If we do... | Identify and implement a school-wide tier 1 reading curriculum which is aligned to our Montessori principles as well as the critical shifts in ELA instruction |
|---|---|
| Then we see... | high quality, intentional instruction by teachers throughout (horizontal) and across (vertical) cycles |
| which leads to... | Increase in Student Growth on the NWEA for students grades 3-8 from 62nd percentile to 72nd percentile -Student growth in reading is currently at the 62nd percentile |
| Budget Description | Investment in curriculum material, professional development, and time. |
| Tags | Curriculum, Instruction |
| Action steps | <ul><li>(Not started) EC & E1 will conduct Balance Literacy Audits using THIS framework<br><br>Tags:</li><li>(Not started) Facilitate Professional Development around 1-2 areas of focus using resources from Fountas & Pinnell<br><br>Tags:</li></ul> |

- (Not started) Utilize cycle meetings as common planning time for balanced literacy

  Tags:

- (Not started) Design criteria (or adapt Balanced Literacy Profile) to evaluate classroom implementation.

  Tags:

- (Not started) Conduct informal observations during Balanced LIteracy ?block? to evaluate implementation in classrooms. Utilize Montessori coach to provide individual professional development as needed

  Tags:

- (Not started) Conduct peer observations

  Tags:

- (Not started) Identify best practices and areas of critical need for further resources and professional development

  Tags:

- (Not started) Analyze end of the year NWEA data for trends. Utilize Balanced Literacy Profile to identify areas of need.

  Tags:

- (Not started) Provide professional development to address identified areas of need through NWEA data and previous year peer observations.

  Tags:

- (Not started) Utilize cycle meetings for horizontal alignment and monitor lesson plans for implementation.

  Tags:

- (Not started) Re-evaluate look-for with MAC to identify opportunities to monitor the implementation of the curriculum and perform those monitoring steps

  Tags:

## Strategy 2

| | |
|---|---|
| If we do... | Provide collaboration time between general education teachers and diverse learner teachers AND provide professional development for SECAs in reading best practices |
| Then we see... | equitable reading instruction for our diverse learners which meets their individual needs while allowing them to productively struggle in the learning process. |
| which leads to... | More diverse learner students meeting their individual growth targets on the reading NWEA test, moving from 40% to 50% |
| Budget Description | Professional Development and time |
| Tags | Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, ODLSS: Related Service Providers |
| Action steps | <ul><li>(Not started) Create a schedule that allows for common planning time for DL teachers, Gen Ed teachers<br><br>Tags:</li><li>(Not started) Provide LLI training to DL teachers, SECAs and Tier 2 service providers.<br><br>Tags:</li><li>(Not started) Create appropriate accommodations and modification for the new Fountas and Pinnell curriculum for individual students<br><br>Tags:ODLSS: Instructional Quality</li><li>(Not started) Identify schools with successful co-teaching and collaboration models and send teachers for peer-observations. Provide time for the school team to debrief and identify next steps.<br><br>Tags:ODLSS: Cluster Programs</li><li>(Not started) Survey Gen Ed, DL, and SECAs to identify areas of growth in co-teaching program<br><br>Tags:</li><li>(Not started) Analyze survey data to determine strengths and areas of growth for co-teaching and literacy instruction<br><br>Tags:</li></ul> |

## Strategy 3

| | |
|---|---|
| If we do... | Identify and implement a school-wide tier 1 Social Emotional Curriculum |

| | |
|---|---|
| Then we see... | consistent instruction and school-wide use of SEL strategies by students and staff |
| which leads to... | Improved student emotional health from neutral to strong on the 5 essentials survey and increased teacher confidence in managing students with dysregulated emotions. |
| Budget Description | SEL Curriculum, Professional Development, Time |
| Tags | OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment |
| Action steps | <ul><li>(Not started) Partner with CTU Quest center to introduce and facilitate adult SEL Professional Development in order to build a foundation of trust and communication among staff.<br><br>Tags:</li><li>(Not started) Introduce and practice community Building Circles and an intro to Restorative Conversations.<br><br>Tags:</li><li>(Not started) Participate in the continuation of adult SEL & community building professional development each Flex day. (1/qtr)<br><br>Tags:</li><li>(Not started) Form a behavioral health team led by the counselor.<br><br>Tags:</li><li>(Not started) Engage in ongoing professional development facilitated by Mike Meyer to grow understanding of circle implementation.<br><br>Tags:</li><li>(Not started) Identify criteria for tier 2 and tier 3 SEL intervention<br><br>Tags:OSEL: Tier 2 and 3 Interventions</li><li>(Not started) Provide intensive interventions to those students based on their individual needs<br><br>Tags:</li></ul> |

# Action Plan

## Strategy 1

EC & E1 will conduct Balance Literacy Audits using THIS framework

Aug 31, 2020 to Sep 04, 2020 - E1 & EC Teachers, Montessori Coach

Facilitate Professional Development around 1-2 areas of focus using resources from Fountas & Pinnell

Sep 01, 2020 to Jun 20, 2022 - Montessori Coach, Principal, F&P Rep

Utilize cycle meetings as common planning time for balanced literacy

Oct 01, 2020 to Jan 31, 2021 - Teachers, Principal, Montessori Coach

Design criteria (or adapt Balanced Literacy Profile) to evaluate classroom implementation.

Jan 04, 2021 to Feb 28, 2021 - Principal, Montessori Coach, MAC Team

Conduct informal observations during Balanced LIteracy ?block? to evaluate implementation in classrooms. Utilize Montessori coach to provide individual professional development as needed

Feb 01, 2021 to Jun 20, 2022 - Principal, Montessori Coach

Conduct peer observations

Jan 04, 2021 to Apr 30, 2021 - Teachers and Teachers Assistants

Identify best practices and areas of critical need for further resources and professional development

Mar 01, 2021 to May 31, 2021 - Principal, Teachers, Montessori Coach

Analyze end of the year NWEA data for trends. Utilize Balanced Literacy Profile to identify areas of need.

Jun 01, 2021 to Jun 30, 2021 - Teachers, Principal

Provide professional development to address identified areas of need through NWEA data and previous year peer observations.

Aug 30, 2021 to Oct 31, 2021 - Montessori Coach, Principal

Utilize cycle meetings for horizontal alignment and monitor lesson plans for implementation.

Oct 01, 2021 to Jun 20, 2022 - Teachers, Principal, Montessori Coach

Re-evaluate look-for with MAC to identify opportunities to monitor the implementation of the curriculum and perform those monitoring steps

Nov 01, 2021 to Jan 31, 2022 - MAC Team

## Strategy 2

Create a schedule that allows for common planning time for DL teachers, Gen Ed teachers

Aug 31, 2020 to Jun 21, 2021 - Principal, Case Manager

Provide LLI training to DL teachers, SECAs and Tier 2 service providers.

Aug 31, 2020 to Jun 20, 2022 - Principal, MTSS Reading Interventionist

Create appropriate accommodations and modification for the new Fountas and Pinnell curriculum for individual students

Sep 07, 2020 to Jun 20, 2022 - Teachers, Diverse Learner Teachers

Identify schools with successful co-teaching and collaboration models and send teachers for peer-observations. Provide time for the school team to debrief and identify next steps.

Jan 04, 2021 to Mar 31, 2021 - Principal, ISL

Survey Gen Ed, DL, and SECAs to identify areas of growth in co-teaching program

Mar 01, 2021 to Mar 31, 2021 - Principal, Case Manager

Analyze survey data to determine strengths and areas of growth for co-teaching and literacy instruction

Apr 01, 2021 to Apr 30, 2021 - Principal, Case Manager

## Strategy 3

Partner with CTU Quest center to introduce and facilitate adult SEL Professional Development in order to build a foundation of trust and communication among staff.

Aug 31, 2020 to Sep 30, 2020 - Principal

Introduce and practice community Building Circles and an intro to Restorative Conversations.

Aug 31, 2020 to Sep 28, 2020 - CTU Quest

Participate in the continuation of adult SEL & community building professional development each Flex day. (1/qtr)

Sep 07, 2020 to Jun 20, 2022 - Principal, Teachers, CTU Quest

Form a behavioral health team led by the counselor.

Oct 01, 2020 to Jun 20, 2022 - Counselor

Engage in ongoing professional development facilitated by Mike Meyer to grow understanding of circle implementation.

Oct 01, 2020 to Jun 20, 2022 - Whole Staff

Identify criteria for tier 2 and tier 3 SEL intervention

Nov 01, 2020 to Dec 31, 2020 - BHT and Teachers

Provide intensive interventions to those students based on their individual needs

Jan 04, 2021 to Jun 20, 2022 - Counselor, CTU Quest

# Fund Compliance

## ESSA Program

[ ]

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.

[X]

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.** |
| --- |
| (Blank) |
| **Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.** |
| (Blank) |
| **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.** |
| (Blank) |

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

## 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 have monthly meetings with the CIWP team to map progress and reflect on priorities and action steps.

**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**

We do not have Title I funding, however, we will hold a CIWP community meeting to facilitate an overview and our action items to the greater community.

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

The school will acknowledge all suggestions and review with PPLC, PPC and LSC. We will then determine next steps collaboratively with everyone.

**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 send home progress reports and IAR Assessment reports when and if available.

**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.**

A written letter will go home to all parents of impacted children.

**Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.**

We will utilize formative assessments every five weeks to determine progress. We will also administer the NWEA in accordance with the school's CTU vote.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

We will have monthly Parent Education sessions.

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

We will transition to the Google platform to ensure all families know how to access information from the school. Leadership will send home a weekly newsletter with updates.

**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.**

N/A

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

We will utilize Google Calendar and important communications will be sent home in English and Spanish. Translators will be available.

## 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.)**

Drummond Montessori School is committed to a continuously developmental and collaborative process of learning that will foster academic growth, personal development, and produce intrinsically motivated learners. Drummond Montessori Magnet School, in practicing the principles set forth by Dr. Maria Montessori, is dedicated to higher levels of academic performance through active participation both inside the classroom and through exploration externally. We believe in and provide a positive, safe and diverse environment that supports learning, develops community and foster exploration and cultivation of global knowledge.

**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 in accordance with state and CPS policy. The dates will be scheduled with the district. Parents will have the option of in-person or video conferening.

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

The school will provide parents with progress reports every five weeks. Reports will be sent home with students and parents will also be able to access these reports via ASPEN's parent portal.

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

Staff members will be available to parents via request and on scheduled parent-teacher conferences.

**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.**

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| Volunteer opportunities will be facilitated by the PTO and include Room Parents, Lunch Helpers, etc. All volunteers must be background checked per CPS policy. |
| **The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).**<br><br>Parents will utilize ASPEN parent portal and Google Classroom parent access to support student 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.**<br><br>Parents will consult with the school during parent-teacher conferences, when meetings are requested by either the parent or teacher, in IEP meetings, etc. Staff members will make themselves available to parents in accordance with STU contract and CPS acceptable use policy. |
| **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).**<br><br>Students will set goals around attendance and class preparation with support o the counselor. The counselor will utilize the Second Step curriculum and Naviance to help students track these goals. |

## Parent Budget (Complete)

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| **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.**<br><br>Drummond will hold monthly Parent Education sessions on various Montessori topics, Parent Education will be held the third Thursday of every month. The counselor will be meeting with all Middle School families at the start of the year and at the end of the year with mid-year meetings optional for families and students. Our goal is to ensure parents understand the Montessori philosophy and approach to education and how this looks different than the traditional setting they may have experienced in school. |

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

**Account(s)**

**Description**

**Allocation**

| Account(s) | Description | Allocation |
|---|---|---|
| **51130, 52130** | **Teacher Presenter/ESP Extended Day**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $10000.00 |

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|---|---|---|
| **53405** | **Supplies**<br>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. | $5000.00 |
| **53205** | **Refreshments**<br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $0.00 |
| **54125** | **Consultants**<br>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) | $10000.00 |
| **54505** | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $0.00 |
| **54205** | **Travel**<br>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**<br>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**<br>Must be used for parent and family engagement programs only. | $100.00 |
| **53306** | **Software**<br>Must be educational and for parent use only. | $0.00 |
| **55005** | **Furniture and Equipment**<br>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 |