

Robert Healy Elementary School 2020-2022 plan summary

Team

| Name | Role | Email | Access |
|----------------------|-------------------------------------|-------|-----------|
| Elizabeth Nessner | Principal | | No Access |
| Erin Kamradt | Assistant Principal | | No Access |
| Terri Kelly | Assistant Principal | | No Access |
| Kathleen Salzman | Teacher Middle Grades | | No Access |
| Kevin Mandella | Teacher Interventionist - DL Upper | | No Access |
| Stephen Taylor | Teacher Interventionist - DL Upper | | No Access |
| Miguel Prieto | LSC and Parent | | No Access |
| Christine Houchek | Counselor | | No Access |
| Lixsandra Cabrera | Teacher Primary | | No Access |
| Luisa Santos | Teacher Gifted | | No Access |
| Joseph Fisher | Teacher Interventionist - DL Middle | | No Access |
| Rachel Skinner | Teacher Upper | | No Access |
| Margaret Brazel-Shew | Teacher Primary | | No Access |
| Carol Sims | Dean of Students | | No Access |
| Jessica Reed | Teacher Middle | | No Access |
| Jenna Bruno | Teacher Interventionist - DL Prim | | No Access |
| Alex Filian | Student Council President | | No Access |

Team Meetings

| Date | Participants | Topic |
|------------|--------------|-----------------------|
| 01/22/2020 | | CIWP Overview Process |
| 01/31/2020 | | SEF Evaluation |

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

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 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)
 - 4 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:** It is evident that leadership structures are a strong point.
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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

- 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)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 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
 - 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- 3 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 4 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 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)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)

- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English

- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:**

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

| | |
|-------------------------|---|
| Area of Critical Need 1 | NWEA Attainment Reading for Students with IEP |
| Root Cause 1 | Lack of differentiated instruction in ELA for both general education and DL teachers of students identified as diverse learners |
| Area of Critical Need 2 | NWEA Attainment Math for Students with IEP |
| Root Cause 2 | Lack of differentiated instruction in Math for both general education and DL teachers of students identified as diverse learners |
| Area of Critical Need 3 | NWEA Attainment Reading for EL with emphasis on Latinx Students |
| Root Cause 3 | Lack of differentiated instruction in ELA for teachers of students identified as English Language Learners with an emphasis on the Latinx subgroup |
| Area of Critical Need 4 | NWEA Attainment Math for EL with emphasis on Latinx Students |
| Root Cause 4 | Lack of differentiated instruction in Math for teachers of students identified as English Language Learners with an emphasis on the Latinx subgroup |

Vision metrics

| Metrics (select 3-5) | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|--|--------------------------------------|------------------------------------|----------------|----------------|
| Vision: NWEA Attainment G2-8 (Math) We chose this metric because overall, this was one of the two lowest subgroups with the largest gaps | Students with IEPs | | 25.00 | 30.00 |
| | EL | | 90.00 | 92.00 |
| Vision: NWEA Attainment G2-8 (Reading) We chose this metric because overall, this was one of the two lowest subgroups with the largest gaps | Students with IEPs | | 31.00 | 34.00 |
| | EL | | 61.00 | 65.00 |
| | Latinx | | 61.00 | 66.00 |

| 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 (Math) This subgroup showed substantial growth this year however, we would like to see them grow in effort to meet attainment. (This document did not allow for us to add a third subgroup or duplicate a metric to include our Latinx subgroup) | | | | |
| Vision: NWEA Growth G3-8 (Reading) This subgroup showed substantial growth this year however, we would like to see them grow in effort to meet attainment. (This document did not allow for us to add a third subgroup or duplicate a metric to include our Latinx subgroup) | Latinx | | 72.00 | 75.00 |
| (Blank) | | | | |

Required metrics (Elementary) (67% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|------------------|------------------|----------------|----------------|----------------|
| My Voice, My School 5 Essentials Survey Healy received "strong" ratings across all metrics with the exception of "Supportive Environment" . We will continue to work on this area as is is directly tied to our SEL and Restorative Practices goals | | | 90.00 | | |

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... | Deliver instructional coaching with an emphasis on personalized learning and rigorous instruction |
| Then we see... | Differentiation of skills and students making progress towards their goals and targets of moving up in Tiers (MTSS) |
| which leads to... | By 2021, We will increase the percent of 2nd-8th grade all students with an emphasis on our Latinx and DL subgroups, attaining overall grade level norms to 85% |
| Budget Description | Possible Funding Sources - Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124) Possible Budget Category Considerations - Teacher position ESP position Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses |
| Tags | Curriculum, Instruction, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Curriculum |
| Action steps | <ul style="list-style-type: none"> (Not started) Develop and share co-teaching practices/train teachers on various effective teaching practices Tags:Curriculum, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction (Not started) Collaborate with teachers on effective instructional planning Tags:Curriculum, Instruction, MTSS, MTSS: Curriculum & Instruction (Not started) Collaborate on the development of a peer observation protocol Tags:MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership (Not started) Establish and implement a system for peer observations Tags:Teacher Leader Development & Innovation: Distributed Leadership (Not started) Deliver PD on Reading program with an emphasis on the support of EL and DL students Tags:ODLSS: District Representatives, OLCE |

Strategy 2

| | |
|--------------------|--|
| If we do... | deliver professional learning to all teachers on differentiation that's aligned with CCSS and plan for implementation |
| Then we see... | teachers will focus instruction on rigorous grade-level content for all students |
| which leads to... | increase the percent of 2nd-8th grade students attaining grade level norms to 85% and increase the percent of students with IEPs attaining grade level norms to 25% and 31% in Math and Reading respectively. |
| Budget Description | Possible Funding Sources = Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124) Possible Budget Categories to Consider - Teacher position ESP position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses |
| Tags | Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Targeted Universalism, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, ODLSS: Procedures and Standards, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access |
| Action steps | <ul style="list-style-type: none"> • (Not started) Develop and share co-teaching practices/train teachers on various effective DL teaching practices as determined in collaboration with admin and ODLSS Tags:ODLSS: Instructional Quality • (Not started) Collaborate with ODLSS to provide PD on co-planning collaboration between gen ed and DL teachers Tags:ODLSS: Instructional Quality • (Not started) Monitor student growth plans for all students Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Develop and implement Student Growth Plans for all diverse learners Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Collaborate with teachers on providing ongoing/regular feedback on student growth plans |

| | |
|--|---|
| | <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) Training/Refresher for all primary sped teachers on a Multi-sensory program (Wilson) to be implemented in the primary grades <p>Tags:ODLSS: Related Service Providers</p> |
|--|---|

Strategy 3

| | |
|--------------------|---|
| If we do... | If we deliver professional learning to all teachers on differentiation that?s aligned with CCSS and plan for implementation |
| Then we see... | teachers will focus instruction on rigorous grade-level content for all students |
| which leads to... | Increase the percent of 2nd-8th grade students attaining grade level norms to 85% and increase the percent of EL students attaining grade level norms to 90% and 61% in Math and Reading respectively. |
| Budget Description | Possible Funding Sources Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124) Possible Budget Categories Teacher position ESP position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses |
| Tags | Curriculum, Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, OLCE, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access |
| Action steps | <ul style="list-style-type: none"> (Not started) Develop and share co-teaching practices/train teachers on various effective EL teaching practices <p>Tags:OLCE</p> <ul style="list-style-type: none"> (Not started) Develop and implement Student Growth Plans for targeted EL students <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> (Not started) Monitor student growth plans <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> • (Not started) Collaborate with teachers on providing ongoing/regular feedback on student growth plans <p>Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> |
|--|---|

Action Plan

Strategy 1

Develop and share co-teaching practices/train teachers on various effective teaching practices

Aug 24, 2020 to May 31, 2021 - All teachers and admin

Collaborate with teachers on effective instructional planning

Aug 24, 2020 to May 31, 2021 - Teachers and admin

Collaborate on the development of a peer observation protocol

Aug 31, 2020 to Oct 30, 2020 - ILT with admin

Establish and implement a system for peer observations

Oct 15, 2020 to May 31, 2021 - ILT with admin

Deliver PD on Reading program with an emphasis on the support of EL and DL students

Aug 26, 2020 to Dec 18, 2020 - Healy admin team, OLCE and ODLSS

Strategy 2

Develop and share co-teaching practices/train teachers on various effective DL teaching practices as determined in collaboration with admin and ODLSS

Aug 25, 2020 to Jun 04, 2021 - Admin, ODLSS and Teachers

Collaborate with ODLSS to provide PD on co-planning collaboration between gen ed and DL teachers

Aug 25, 2020 to Jun 04, 2021 - Admin and ODLSS

Monitor student growth plans for all students

Oct 01, 2020 to Jun 10, 2021 - Admin

Develop and implement Student Growth Plans for all diverse learners

Sep 18, 2020 to Jun 11, 2021 - Teachers

Collaborate with teachers on providing ongoing/regular feedback on student growth plans

Oct 01, 2020 to Jun 11, 2021 - Admin and Teachers

Training/Refresher for all primary sped teachers on a Multi-sensory program (Wilson) to be implemented in the primary grades

Aug 24, 2020 to Aug 28, 2020 - Teachers and Admin

Strategy 3

Develop and share co-teaching practices/train teachers on various effective EL teaching practices

Aug 25, 2020 to May 31, 2021 - Admin, OLCE, ELPT and teachers

Develop and implement Student Growth Plans for targeted EL students

Oct 01, 2020 to Jun 11, 2021 - Admin and teachers

Monitor student growth plans

Oct 01, 2020 to Jun 11, 2021 - Admin

Collaborate with teachers on providing ongoing/regular feedback on student growth plans

Oct 01, 2020 to Jun 11, 2021 - Admin and teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

All students are required to take the BOY NWEA so teachers are able to acquire a baseline for each individual student.

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

Teachers, in collaboration with admin and thier peers, will regularly analyze data to make sure every individual student's needs are being met.

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.

In addition to regular teacher instruction, students will be provided with the opportunities learn before and after school making sure that our underserved populations are targeted for support. Teachers will be professionally developed to better support our underserved populations

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).

Student growth plans; collaborating on the analysis of data on a regular basis

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

Provide structures in which we can give high quality admin and peer support on a regular basis. Provide a strong interview and on-boarding process to attract and retain high quality teachers. . At the administrative level, we involve staff in the process of setting goals and strategies so it becomes a team effort instead of only a top-down initiative. This creates ownership.

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.

Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

PAC and Healy Stars meetings, as well as any activity related to parent involvement, will include all the parents and members of the community regardless of the grade level, program, or funding source. We offer a number of valuable workshops and we hope to increase the parent attendance by combining efforts with our BAC

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.

DNA

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 that is made up of teachers at various grade levels and disciplines are an integral part of all decisions regarding academic assessments in order to improve student achievement

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.

In addition to regular teacher instruction, students will be provided with the opportunities learn before and after school making sure that our underserved populations are targeted for support. Teachers will be professionally developed to better support our underserved populations

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.

DNA

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

At the beginning of the school year a review is made of the parental involvement plan and policy at the Open House meetings. Parents are also invited to monthly LSC meetings where school review and improvement is a regular feature. Our goal for 2020-2022 is to offer more workshops and training that will benefit all students. We have been able to offer some wonderful workshops, but they are not well-attended. Therefore, we will continue to focus on getting parents into the school to learn about various topics that will support the students. We have a Parent Ambassador program to connect new families with legacy families so that they have a contact for information regarding the school. We started a student ambassador program, as well. All bilingual students (newcomers) are placed in a classroom with a student ambassador that speaks his/her language/dialect so that there is a constant peer support during this new transition. Monthly PAC/BAC workshops are held. In addition, school administration meets with PAC officers once a month.

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 annual and organizational meeting will be held at the beginning of the school year (TBD) to inform parents of the school's participation in NCLB, Title 1, and the rights and requirements of the program. BAC: TBD and PAC: TBD. All parents are notified through monthly newsletters, monthly flyers (Translated in both English and Chinese) and via the school calendar of the PAC meetings. Flyers are also posted on Main Entrance, the school website, and the school Facebook page.; all parents are invited to these meetings and all other programs and performances held at the school.

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 holds parent orientations in September to inform parents about curriculum and assessments used throughout the year. The 7th and 8th Grade orientations are run by the principal and the teachers in the auditorium. Student and parents are invited as the information shared is integral to Upper Grade Success and College and Career Readiness. Along with review of the Student Code of Conduct, Healy

Handbook, Electronic Device Policy, and Dress Code, we also ask the students and parents sign a School Compact which includes expectation regarding academic performance, attendance, and behavior. The school will send home report cards quarterly, as well as progress reports in between each report card period. Teachers regularly communicate with parents through their own school website and Class DoJo. Any parents that are not yet on parent portal will be given training on how to access the Parent Portal and quarterly meeting will be held with parents of students performing below grade level expectations.

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.

Parent suggestions are always welcome at PAC meetings, LSC meetings, and at any other time before, during and after school. Parents regularly visit teachers and administration voicing their concerns about the education of their children, thier achievements and any other concerns. Parents are encouraged to communicate often, and school personnel address these concerns as soon as they are made known. Data is shared with parents at each quarter. Data Walls are showcased outside each classroom so visitors can see student growth, at-a-glance.

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.

All parents receive a Parent Profile of their child's performance on the NWEA as soon as they are available. The school will also send home copies of NWEA results and growth target sheets after the Winter or Fall testing session. This information will also be available in the student's agenda book.

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.

Although all the teachers in the school are highly qualify for the subject/grade they currently teach, the school will provide notices to parents in the event that any new teacher fails to comply with this regulation.

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

The school administrative team will hold at least one meeting during the school year to inform parents about state standards, assessments, and requirements for promotion. The principal will also conduct the mandatory Title I Parent Meeting on TBD

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.

Through faculty meeting discussions and regular written communication to faculty and staff, our personnel is informed of the value and necessity of a strong school-parent partnership in the education of children. PAC began to facilitate sending home a weekly communication folder with each student once/week. Administration continually emphasizes the need for strong ties with our parents either during PAC or BAC meetings. Administration meets regularly with Parent Groups (Healy Stars, PAC, BAC, etc)

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.

PAC and Healy Stars meetings, as well as any activity related to parent involvement, will include all the parents and members of the community regardless of the grade level, program, or funding source. We offer a number of valuable workshops and we hope to increase the parent attendance at these in the coming months.

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 hold each year a minimum of seven PAC meetings. Parents will be informed via monthly newsletters, monthly calendar, Facebook, Weekly Folders, Class Dojo, and the information on the school's website. Information will be translated in Chinese and Spanish when possible.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

Robert Healy School, a Fine and Performing Arts Magnet Cluster School, is a vibrant learning community whose integrated rigorous curriculum is aligned to Common Core State Standards to meet the needs of all students. Our focus on literacy, math, technology and the arts, provides a high quality college and career ready education for all students. We accomplish this by utilizing partnerships with parents, community organizations, cultural institutions, universities, and corporations. Healy School provides a challenging arts- integrated academic program that maximizes student potential, personal growth and achievement within a positive nurturing environment that supports diverse learning styles, cultures and abilities. Healy has adopted a new mission and vision (a collaboration with school staff) of Inspiration, Integrity, Dedication, and Respect. Our school-wide motto is Work Hard, Be Kind. Stay Humble. We work on really building a culture that reflects these important characteristics (through words and actions).

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.

We will hold parent-teacher conferences for report card pick-up on TBD and as needed. At that time, parents will be informed of their children's academic achievement and any concerns the teacher may have; parents also have the opportunity to share their concerns and questions about our curriculum and their children's achievement. Teachers and staff also communicate with parents on a regular basis. Administration is outside in the morning and afternoon to meet with parents and we continue to offer an open door policy to encourage parent communication.

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

Every 5 weeks, parents are officially notified of the progress of their children. Report Cards are issued 4 times a year, and Progress Reports are given to students and parents 4 times a year. Also teachers regularly communicate with parents about student progress via phone, email, or written correspondence. Most teachers have google websites and will communicate this year via Class Dojo. Administration is outside in the morning and afternoon to meet with parents and we continue to offer an open door policy to encourage parent communication.

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

The staff will be available to meet with parents before and after school (if time permits and if teachers are available outside their regular work schedule) and during their preparation periods. Teachers also regularly communicate via telephone, Class Dojo, Teacher and School website, and notes/emails home.

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

Parents are welcome in our classes, both as volunteers and visitors.. Field trip chaperones and volunteers for special class projects are needed. Guest speakers from among parents are invited. Parents are encouraged to speak with the teacher or administrator to arrange visits. Students that reflect the vision of working hard and being kind are recognized each month with an award breakfast (one student selected from each class). Parents are invited to the monthly ceremony.

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

All parents will be invited to attend informative orientation sessions at the beginning of the year to review procedures, curriculum, and expectations. This year all parents will sign an attendance contract to ensure a commitment and understand the correlation between attendance and achievement. The parents will monitor Gradebook to be aware of their child's progress. They will also monitor that students are reading and completing homework nightly. Parents also have access to Compass Learning to monitor student progress on activities assigned to students.

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

Parents are invited to participate at LSC meetings held monthly in school. Parents are invited to speak with administration and staff before, during, and after school. Parents will be offered monthly parent workshops this year with a focus on child development, transitions, internet safety, and curriculum support.

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

Students will maintain good attendance, a serious focus, and a positive attitude toward their studies. Completion of nightly homework assignments and arrival at school prepared for the day will improve student academic achievement. Good communication between the student and teacher is crucial, and students are encouraged to ask questions to fully understand the subject matter. Students and parents monitor parent portal. Students that reflect the vision of working hard and being kind are recognized each month with an award breakfast (one student selected from each class). Parents are invited to the monthly ceremony.

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.

Workshop/Topics that parents have prioritized as needs are focused on Math and Reading Support at Home, Nutrition and Wellness, Internet Safety, Supporting your "teen", Teaching Problem Solving Skills, developing Leadership Skills.

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

Account(s)

Description

Allocation

| | | |
|-------------------------|--|-----------|
| 51130, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$0.00 |
| 53405 | Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$1000.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$700.00 |
| 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) | \$1226.00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$1000.00 |
| 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. | \$500.00 |
| 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. | \$500.00 |
| 53510 | Postage Must be used for parent and family engagement programs only. | \$0.00 |

| | | |
|--------------|---|-----------|
| 53306 | Software Must be educational and for parent use only. | \$1000.00 |
| 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 be used only by parents. | \$1800.00 |