

Washington Irving Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Narineh Gharashor	Principal	ngharashor@cps.edu	Has access
Syed Ahmed	Assistant Principal	sjahmed@cps.edu	Has access
MC Shea-McCloughan	Teacher	afmccloughan@cps.edu	No Access
Denise Yates	Teacher	DEYates@cps.edu	No Access
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Letoya Jenkins	Parent	ljenkins21@cps.edu	No Access
Tiffany Horton	LSC, ESP	trhorton@cps.edu	No Access
Ebony Wiggins	Case Manager	emwiggins3@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/29/2020	teacher members of CIWP team (part of ILT)	Rate the leadership components of SEF

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
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

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

- 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 2 Engage students in learning and foster student ownership
- 3 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 2 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 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
 - 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 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)

- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 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)
- 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)

- 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)
- 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)
- **Evidence:** The school experienced 37 staffing changes pre- COVID-19 thus the structures that were built prior to 2019-2020 could no longer be practiced. By the time a new team was formed and began to meet and collaborate, schools closed due to the pandemic.
- 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)
 - 3 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

- 2 - Relational Trust
 - 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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 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)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 2 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
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	5
2	Quality and Character of School Life: Relational Trust	2
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Growth on NWEA math is low on the SQRP.
Root Cause 1	Lack of a partially aligned curriculum to common core, change in staffing and lack of time to vertically create a scope and sequence to teaching all standards has led to inconsistent growth over the years
Area of Critical Need 2	Safety is rated weak on the 5 essentials survey.
Root Cause 2	Students who have been exposed to trauma articulate their feelings based on what they are experiencing (fight, flight or freeze).
Area of Critical Need 3	Relational trust among all adults is rated weak on the 5 essentials survey.
Root Cause 3	Adults at Irving have not been able to agree to disagree. Also, past disagreements and a number of other factors related to adult mindset and lack of mindfulness has led to

	sometimes hostile relationships among specific staff members.
Area of Critical Need 4	Primary grades attainment in reading and math is low on the SQRP.
Root Cause 4	Primary math focus is essential since in primary the focus has heavily been on literacy. Though balanced literacy has been a focus, the focus needs to be on grade level appropriate texts and tasks in 2nd grade.

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 (Math) This continues to be an area Irving has seen inconsistent instruction and growth	African American		52.00	56.00
Vision: NWEA Attainment G2-8 (Reading) Rigorous curriculum and teaching and learning cycle will allow Irving teachers to offer grade level and engaging instruction. This must continue to be a focus.	Overall		55.00	60.00
Vision: NWEA Attainment G2 (Math) This hasn't been a focus in the past which has yielded the inconsistent results in primary and above in math	Overall		35.00	45.00
Vision: NWEA Attainment G2 (Reading) Students in second grade must continue to be exposed to grade appropriate and rigorous texts and tasks.	Overall		50.00	57.00
(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 Move from partially organized to organized.					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we engage in cycles of learning around alignment of texts and tasks that are culturally responsive to relevant themes, student learning tasks and content learning standards, and we work on school-wide vertical planning to define and plan learning and teaching around mastery skills and concepts
Then we see...	teachers providing scaffolded instruction that ensure access and all students (especially those behind grade-level) engaged with rigorous tasks and text, while also working on the necessary skills and concepts that lead to mastery and learning success.
which leads to...	60% of 2nd to 8th grade students meeting and exceeding attainment on the Reading NWEA MAP.
Budget Description	
Tags	Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction, OSEL: SEL Instruction, Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Create a PD calendar for the school year highlighting the timeline for each learning cycle, goals and the activities that teachers will engage in <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Provide ILT with the opportunity to engage in summer planning around creating quarterly culturally relevant themes for the school year <p>Tags:</p>

- (Not started) Provide staff with the opportunity to engage in an ongoing conversation and professional learning on antiracist education and racial and cultural bias

Tags:

- (Not started) Conduct curriculum review of social studies, civics materials for cultural relevance, purchase or curation

Tags:

- (Not started) Curriculum Maps are shared with cross-grade and content teams to review horizontal and vertical alignment

Tags:

- (Not started) Create interest inventory to give to students and administer at least twice a year.

Tags:

- (Not started) Post curriculum maps on the website.

Tags:

- (Not started) Schedule vertical planning once a month in teams to review adjustments of pacing towards mastery of concepts and skills

Tags:

- (Not started) Conduct coaching sessions on internalization of curriculum once a month all subjects with a focus on cross-curricular and content connections

Tags:

- (Not started) Use student work review protocols monthly in teams focusing on writing across the curriculum

Tags:

- (Not started) Organize school visits once a quarter for teams of teachers and allow opportunities to debrief and share observations

Tags:

- (Not started) Purchase manipulatives for Math

Tags:

	<ul style="list-style-type: none"> • (Not started) Provide Project-Based learning training to teachers who are interested <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) A Project-Based Learning PLC is created in order to create authentic learning tasks and opportunities for students to share learning to multiple audiences <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Planning meeting with Rush University for Medical Program to provide authentic learning for 8th grade students <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Program review is conducted to select an SEL curriculum for explicit instruction <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Training is conducted on language goals that support content goals for English learners <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Text and materials audit is conducted to determine the need for native language texts for ELs <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Kagan structures training is offered so teachers and staff may plan for engaging discussions with students (3b) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Thinking Maps training is offered so teachers and staff may plan for thinking strategies with students <p>Tags:</p>
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Strategy 2

If we do...	If we restructure our diagnostic, intervention, and progress-monitoring processes to improve the quality of MTSS
Then we see...	staff working together using the problem-solving process to ensure students receive targeted academic and social-emotional supports

which leads to...	45% of 2nd grade students in math and 57% in reading meeting and exceeding attainment on the Math NWEA MAP, 56% of students in 3rd through 8th grade meeting and exceeding growth goals on the NWEA MAP.
Budget Description	MTSS Team is created, with scheduled dates of meetings every 2 weeks. The team attends training on MTSS PSP. Universal supports to prevent absenteeism are shared with the school Community.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Create guidelines for universal supports to prevent absenteeism and share with the school community. Tags: • (Not started) MTSS Team is created, with scheduled dates of meetings every 2 weeks. Tags: • (Not started) Team attends training on MTSS PSP. Tags: • (Not started) Diagnostic process, interventions and progress monitoring process for MTSS are identified, systematized and shared. Tags: • (Not started) Intervention tools and online programs are researched for academics and SEL. Tags: • (Not started) PD on Intervention tools are shared with teams. Tags: • (Not started) Intervention documentation and engagement process is defined and communicated. Tags:

	<ul style="list-style-type: none"> • (Not started) PSP meeting with consultancy protocol conducted once every two weeks with team members representing a grade band bringing a case, or inviting a teacher to present. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) MTSS initial identification communicated to parents. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) MTSS progress monitoring checks are communicated to parents. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Review of progress monitoring data conducted every 5 weeks to determine effectiveness of interventions and to make intervention adjustments. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) SEF and CIWP checked everyone quarter to reflect on MTSS team processes. <p>Tags:</p>
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Strategy 3

If we do...	If we define, communicate, and act on our common mission, vision, and high expectations for our work around the social and emotional needs of our school community
Then we see...	all school staff working together to act on our mission, staff connecting with our parents regularly, and students and staff engaging in SEL practices
which leads to...	the essentials categories of supportive environment and collaborative teachers rated as strong on the 5Essentials Survey.
Budget Description	
Tags	Relational Trust, Physical and Emotional Safety
Action steps	<ul style="list-style-type: none"> • (Not started) Explore partnership with West Side United School-Based Community Hub with an initial meeting to schedule school needs for the year. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Professional standards and handbook review conducted at the start of the school year.

Tags:

- (Not started) Review anti-bullying programs and choose appropriate program for Irving.

Tags: MTSS

- (Not started) Create 1 adult to student mentorship program for highest need students

Tags: MTSS, OSEL: Tier 2 and 3 Interventions

- (Not started) Revisit school wide PBIS structures. Ensure there are clear ways of acknowledging positive behaviors on a consistent basis

Tags:

- (Not started) Develop engaging rituals for all staff meetings that allow for adults to connect with each other.

Tags:

- (Not started) Present shared leadership structure and reporting to staff.

Tags:

- (Not started) Create definition of a positive working environment with staff. Seek out staff input in the development of this shared definition.

Tags:

- (Not started) Create space in weekly communications to share and celebrate our positive working environment.

Tags:

- (Not started) Power of 3 is expanded to include examples. These are communicated to the school community.

Tags:

- (Not started) Plan is created to teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school (PBIS expanded to include adults)

Tags:

	<ul style="list-style-type: none"> • (Not started) Monitoring expectations and procedures are communicated so that all adults actively supervise by moving, scanning, and interacting in all settings <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Adults are trained to take a healing-centered approach and use an identified referral process for students and adults with additional needs <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Process is created for students to report that they need support from school staff if they feel unsafe or if they are struggling emotionally <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Process is taught for students to report that they need support from school staff if they feel unsafe or if they are struggling emotionally <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Student support reporting is monitored daily by staff. Reporting is acted on based on crisis protocols or behavior support ladder. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Adults are taught the CPS-established protocols, including conducting a bullying investigation, when they are aware of teasing, bullying, harassment or other behaviors that may cause students to feel unsafe <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Criteria for office referrals versus classroom managed behaviors are reviewed with staff, agreed upon and shared. <p>Tags:</p>
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Action Plan

Strategy 1

Provide staff with the opportunity to engage in an ongoing conversation and professional learning on antiracist education and racial and cultural bias

Jul 01, 2020 to May 31, 2021 - Administration, ILT & school partners

Provide ILT with the opportunity to engage in summer planning around creating quarterly culturally relevant themes for the school year

Jul 01, 2020 to Aug 31, 2020 - ILT & teachers

Create a PD calendar for the school year highlighting the timeline for each learning cycle, goals and the activities that teachers will engage in

Jul 01, 2020 to Aug 31, 2020 - Administration & ILT

Create interest inventory to give to students and administer at least twice a year.

May 31, 2021 to May 31, 2021 - ILT, teachers

Curriculum Maps are shared with cross-grade and content teams to review horizontal and vertical alignment

Sep 01, 2020 to Jun 11, 2021 - Administration & ILT

Post curriculum maps on the website.

Oct 05, 2020 to Jun 11, 2021 - Tech coordinator / administration

Schedule vertical planning once a month in teams to review adjustments of pacing towards mastery of concepts and skills

Oct 05, 2020 to Jun 11, 2021 - Administration / ISL

Conduct coaching sessions on internalization of curriculum once a month all subjects with a focus on cross-curricular and content connections

Oct 05, 2020 to Jun 11, 2021 - Administration / ISL

Use student work review protocols monthly in teams focusing on writing across the curriculum

Oct 05, 2020 to Jun 11, 2021 - Administration / ISL

Organize school visits once a quarter for teams of teachers and allow opportunities to debrief and share observations

Nov 16, 2020 to Apr 30, 2021 - Administration / ISL

Purchase manipulatives for Math

Aug 03, 2020 to Oct 02, 2020 - Administration

Conduct curriculum review of social studies, civics materials for cultural relevance, purchase or curation

Jul 01, 2020 to Sep 30, 2020 - ILT

Provide Project-Based learning training to teachers who are interested

Jul 13, 2020 to Jun 11, 2021 - Administration

A Project-Based Learning PLC is created in order to create authentic learning tasks and opportunities for students to share learning to multiple audiences

- ILT

Planning meeting with Rush University for Medical Program to provide authentic learning for 8th grade students

Oct 05, 2020 to Dec 04, 2020 - 8th GradeTeam / administration

Program review is conducted to select an SEL curriculum for explicit instruction

Jul 13, 2020 to Sep 04, 2020 - MTSS Team

Training is conducted on language goals that support content goals for English learners

Aug 31, 2020 to Oct 02, 2020 - ELPT / Administration

Text and materials audit is conducted to determine the need for native language texts for ELs

Aug 01, 2020 to Aug 31, 2020 - Administration / ILT

Kagan structures training is offered so teachers and staff may plan for engaging discussions with students (3b)

Sep 01, 2020 to May 31, 2021 - Administration / ISL

Thinking Maps training is offered so teachers and staff may plan for thinking strategies with students

Jul 15, 2020 to Aug 31, 2020 - Administration / ISL

Strategy 2

Create guidelines for universal supports to prevent absenteeism and share with the school community.

Jul 30, 2020 to Aug 31, 2020 - administration / MTSS Team

MTSS Team is created, with scheduled dates of meetings every 2 weeks.

Sep 08, 2020 to May 31, 2021 - Administration, MTSS Team

Team attends training on MTSS PSP.

Sep 08, 2020 to Dec 31, 2020 - MTSS Team

Diagnostic process, interventions and progress monitoring process for MTSS are identified, systematized and shared.

Sep 08, 2020 to Dec 31, 2020 - MTSS Team

Intervention tools and online programs are researched for academics and SEL.

Sep 08, 2020 to Dec 31, 2020 - MTSS / ILT/ SW

PD on Intervention tools are shared with teams.

Oct 01, 2020 to Dec 31, 2020 - MTSS Team

Intervention documentation and engagement process is defined and communicated.

Sep 08, 2020 to Oct 31, 2020 - Case Manager

PSP meeting with consultancy protocol conducted once every two weeks with team members representing a grade band bringing a case, or inviting a teacher to present.

Sep 08, 2020 to May 31, 2021 - Administration

MTSS initial identification communicated to parents.

Sep 08, 2020 to May 31, 2021 - MTSS Team

MTSS progress monitoring checks are communicated to parents.

Sep 08, 2020 to May 31, 2021 - MTSS Team / Teachers

Review of progress monitoring data conducted every 5 weeks to determine effectiveness of interventions and to make intervention adjustments.

Sep 08, 2020 to May 31, 2021 - MTSS Team / Teachers

SEF and CIWP checked everyone quarter to reflect on MTSS team processes.

Sep 08, 2020 to May 31, 2021 - MTSS Team

Strategy 3

Explore partnership with West Side United School-Based Community Hub with an initial meeting to schedule school needs for the year.

Jun 30, 2020 to Aug 27, 2020 - Administration

Professional standards and handbook review conducted at the start of the school year.

Aug 01, 2020 to Dec 31, 2020 - Administration

Review anti-bullying programs and choose appropriate program for Irving.

Jul 01, 2020 to Sep 30, 2020 - Counselor / Social Worker/BHT

Create 1 adult to student mentorship program for highest need students

Sep 08, 2020 to Dec 31, 2020 - Counselor / Social Worker/BHT

Revisit school wide PBIS structures. Ensure there are clear ways of acknowledging positive behaviors on a consistent basis

Jul 15, 2020 to Sep 30, 2020 - MTSS Team, BHT

Develop engaging rituals for all staff meetings that allow for adults to connect with each other.

Jul 15, 2020 to May 31, 2021 - Administration

Present shared leadership structure and reporting to staff.

Jul 15, 2020 to Dec 31, 2020 - Administration

Create definition of a positive working environment with staff. Seek out staff input in the development of this shared definition.

Jul 15, 2020 to Dec 31, 2020 - Administration

Create space in weekly communications to share and celebrate our positive working environment.

Jul 15, 2020 to Jun 30, 2021 - Administration

Power of 3 is expanded to include examples. These are communicated to the school community.

Jul 15, 2020 to Dec 31, 2020 - Administration

Plan is created to teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school (PBIS expanded to include adults)

Jul 15, 2020 to May 31, 2021 - MTSS Team & admin

Monitoring expectations and procedures are communicated so that all adults actively supervise by moving, scanning, and interacting in all settings

Jul 15, 2020 to Jun 30, 2021 - Administration

Adults are trained to take a healing-centered approach and use an identified referral process for students and adults with additional needs

Jul 15, 2020 to May 31, 2021 - Administration

Process is created for students to report that they need support from school staff if they feel unsafe or if they are struggling emotionally

Jul 15, 2020 to Dec 31, 2020 - Administration / MTSS Team

Process is taught for students to report that they need support from school staff if they feel unsafe or if they are struggling emotionally

Jul 15, 2020 to Dec 31, 2020 - Teachers

Student support reporting is monitored daily by staff. Reporting is acted on based on crisis protocols or behavior support ladder.

Jul 15, 2020 to Dec 31, 2020 - Counselor

Adults are taught the CPS-established protocols, including conducting a bullying investigation, when they are aware of teasing, bullying, harassment or other behaviors that may cause students to feel unsafe

Jul 15, 2020 to Dec 31, 2020 - Administration

Criteria for office referrals versus classroom managed behaviors are reviewed with staff, agreed upon and shared.

Sep 08, 2020 to May 31, 2021 - Administration

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.

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.

Washington Irving Elementary School will conduct a comprehensive needs assessment based on district and state assessments, school surveys, and school data. Through the needs assessment, the school will consult with stakeholders, including parents, school staff, and examine relevant academic achievement data to understand students' most pressing needs and their root causes.

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

Based on the comprehensive needs assessment the school will implement strategies to support all students to meet proficient and advanced levels of academic achievement through extended day learning, High-quality full day Pre-school, implement evidence-based strategies to accelerate the acquisition of content knowledge for all learners and acquire access to equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making

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.

Scientifically based strategies are employed to teach reading and math. Teachers implement progress monitoring to determine if students are on grade-level. Students who are not on grade level will receive remediation and progress monitored more frequently. Small group instruction also occurs during school to support a wide range of academic needs. After-school support is also available for target groups of students in MTSS tier 2 or 3.

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).

We have a full-time counselor and social worker available to provide Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs. Our Behavioral Health Team (BHT) also provides supports and interventions around anti-bullying strategies, positive behavior interventions, and supports. Monthly parent meetings also allow parents the opportunity to give input about the workshops needed to provide parents with the needed tools and information to support their child's academic and emotional growth

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

All teachers are highly qualified and are endorsed in the positions they hold. Teachers who are new will be assigned a mentor teacher to support and guide them. At Irving, we create a working environment that is professional and respectful. Professional collaboration, shared decision making, accountable systems, and resources for teaching are available.

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.

Professional development for teachers is available through the district or through a vendor. Parents also receive workshops and training through monthly workshops organized through the Parent Advisory Committee (PAC) committee.

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

Irving has monthly PAC meetings. The administrative team will hold the Annual Title 1 Meeting and Organizational Meeting with the PAC members at the start of the school year. The president and delegates attend the network and city-wide meetings and report back to the PAC membership and the local school community. They follow the policy, procedures, timeline for elections, budget, parent plan, schedules, and any required documentation. The principal will attend the monthly meetings, provide input, and revise the Parent Involvement Plan, as necessary. Provide families with information about how their child is performing in reading and writing between report card pick-up. Discuss reading goals during parent, student and teacher conferences. Host workshops at the school that help families learn various ways to help their children with literacy skills at home, including ways to read aloud. During events, provide books, journals or other literacy supplies as prizes.

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.

Provide parents the opportunity to visit the Kindergarten classrooms and talk with the teachers to go over the expectations. Incorporate Pre-school children in the school events. Offer a step-up to kindergarten when the district offers the programming.

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.

Hold grade level meetings weekly to discuss and share student academic progress and analyze student data. Implement the assessment plan that was agreed upon and use the data to make informed instructional decisions.

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.

Teachers will implement the MTSS process to identify students who are working below grade level and provide the necessary interventions in a timely manner and progress monitor. Teachers from the prior year will have conversations with the new teacher to share individual student strengths and areas of need.

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.

Parents will be informed through different means to participate in the different programs offered by the different agencies. Parent newsletters, email, social media, school website, and parent meetings will be some ways to communicate information to the parents. Parents will also be informed of the different programs offered through CPS and the FACE department to engage in different workshops and training that deal with the mentioned programs.

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.

We share this information with parents during our PAC meetings both at the beginning of the year and throughout. Additionally, we have a PAC binder in the main office for those who don't attend meetings.

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

The school will send a communication home and will list the information on our website and Facebook page as well. The projected meeting date is October 1st, 2020.

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

We will allow parents to voice their concerns and opinions. As soon as we can meet their needs, we will send out communication indicating that we have. The connection will be two ways this way.

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.

We will accomplish this during our Open House, school events, and both report card pickups by printing Student Progress Reports directly from the NWEA site and those sent to us related to the Illinois Assessment of Readiness (IAR).

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.

Though we don't anticipate this, the school will send written notification home.

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 share BAG reports with our students every 5 weeks. That stands for behavior, attendance, and grades. Teachers share this with students every 5 weeks and are able to engage students in goal setting and conversations around how they can improve in needed areas. We will have students take these notices home and share them with parents. We will also provide office hours for any parent who wants to come in and have an in-person conversation about their child's progress.

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 accomplish this by setting the dates at the beginning of the year based on surveys we will conduct to identify the need area(s).

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.

At the beginning of the year, when we have professional learning sessions with our staff, where we will share these strategies with teachers and staff.

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.

We are located in the medical district. Thus, we will utilize the resources available from our partners, such as Rush Hospital and others, to share this information.

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.

This will be done through our PAC using our PAC officers as resources to reach to others.

Policy Implementation Activities

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

<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>

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

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

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

n/a

School-Parent Compact (Complete)

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

Our mission is to provide a high-quality public education for every child that prepares each for success in college, career, and civic life.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

The parent-teacher conferences will be held during the two report card pickups. November 18th, 2020, and April 21st, 2020 will be the two report card pickups.

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 reports will be sent home every five weeks after each marking period.

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

School teachers and staff will be available to conference with parents during report card pickups as well as before and after school. Teachers will also be available during their preps.

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.

We will advertise these opportunities online and during parent meetings. We will also reach out to parents who have volunteered in the past to return this year.

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

Parents can assist in the following ways: Making phone calls home to increase attendance rates, facilitating a homework club, etc. Also, parent leaders will facilitate meetings with school staff on the use of Parent Portal.

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

Anytime there is a parent meeting, we will provide opportunities to gather feedback.

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).

Through their BAG reports (behavior, attendance, and grades) students will be able to have their finger on the pulse of their academic career.

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.

We will have workshops for parents about a range of topics including how to help their children succeed in school, social and emotional support of children, healing-centered practices and how to incorporate them within parenting skills and strategies.

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.	\$650.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$150.00
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)	\$1406.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$162.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00