A.N. Pritzker School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/29/2020	Dr. Reese, B. Smith, F. Collins-Sussman, R. Kay, D Guajardo, A. Blanchard, G.Verrmorel	SEF Ratings
02/19/2020	B. Smith, T. Minter, G. Vermorel, R. Kay, W. Veal, M. Zaworski, f> Collins-Sussman,	Areas of Critical Need
03/25/2020	A. Brown, B. Smith, Dr. Reese	Critical Needs and Goal Setting
05/01/2020	Dr Reese, B Smith	Completed Strategies and Parent Involvement

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)
    - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - 3 Enable staff to focus and prioritize what matters most
    - 4 Employ the skills to effectively manage change
    - 3 Make ?safe practice? an integral part of professional learning
    - 4 Collaborate, value transparency, and inform and engage stakeholders
    - **Evidence**: ILT and GLM meeting minutes, PD Schedule
- 3 - Structure for Continuous Improvement
    - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - 4 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

- o 4 Design and implement school day schedules that are responsive to student needs
- o 4 Align the budget to the CIWP priorities and the mission of the school
- o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Budget

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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

- o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 3 Utilize assessments that measure the development of academic language for English learners
- o 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
- o 3 Improve and promote assessment literacy
- o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)

- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 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)
- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 4 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**3**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**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	Need for engagement of all learners in content area by differentiating and fully integrating opportunities for all learners
Root Cause 1	In 2018-2019 46.2% of ELL students met growth on access testing. In 2020-2021. Increase time for collaboration between EL and Gen Ed Teachers. More after school programs lead by bilingual coordinator, led by EL teacher.
Area of Critical Need 2	Need more consistency in Math Instruction in Grades K-8th
Root Cause 2	Students in the African American group scored in 44th percentile in 2018-2019 EOY. Our goal is to increase 5% to the 49th percentile.
Area of Critical Need 3	Need for teachers to utilize small group instruction using differentiation instruction to meet the needs of all students
Root Cause 3	Students with IEPs scored in the 51st percentile. Our goal is to increase 3% to the 54th percentile.
Area of Critical Need 4	Need for collaboration that values transparency, and inform and engage stakeholders
Root Cause 4	Although our EL's scored highest in Math growth of 75th percentile EOY 2018-2019, they only scored reading in 22nd percentile. Our goal is to increase 5% to the 27th percentile.
Area of Critical Need 5	?
Root Cause 5	Our 2nd grade students reading attainment was 11.1st percentile. Our goal is to increase 6% to 17.1th percentile. While our African American students math attainment was 50th percentile. Our goal is to increase 6% to 56th percentile.

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
SQRP: % of Students Making Sufficient Annual Progress on ACCESS In 2018-2019 46.2% of ELL students met growth on access testing. In 2020-2021 the goal is Increase time for collaboration between EL and Gen Ed Teachers. More after school programs lead by bilingual coordinator, led by EL teacher.	EL		49.50	53.00
Vision: NWEA Growth G3-8 (Math) Students in the African American group scored in 44th percentile in 2018-2019 EOY. Our goal is to increase 5% to the 49th percentile. Students with IEPs scored in the 51st percentile. Our goal is to increase 3% to the 54th percentile.	Students with IEPs		54.60	57.80
	African American		49.10	54.06
Vision: NWEA Growth G3-8 (Reading) Although our EL's scored highest in Math growth of 75th percentile EOY 2018-2019, they only scored reading in 22nd percentile. Our goal is to increase 5% to the 27th percentile.	EL		27.20	32.20
	Students with IEPs		57.20	62.20
Vision: NWEA Attainment G2 (Math) Our DL students Math attainment was 20.5th percentile. Our goal is to increase 10%, to 30.5th percentile. While our African American students math attainment was 51.5th percentile. Our goal is to increase 5% to 56.5th percentile.	Students with IEPs		30.50	40.50
	African American		56.50	61.50
Vision: NWEA Attainment G2 (Reading) Our 2nd grade students reading attainment was 11.1st percentile. Our goal is to increase 6% to 17.1th percentile. While our African American students math attainment was 50th percentile. Our goal is to increase 6% to 56th percentile.	Students with IEPs		17.10	23.80
	African American		56.50	57.80

Required metrics (Elementary) (100% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our 2018-19 overall foundation score was "Partially Organized". Our goal for the next two year is to move from partially to moderately organized to organized by increasing parent and teacher participation in the survey				67.00	77.00

Custom metrics (75% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Increase the number of students making sufficient annual process on the Access test by 10% each year Since the number of EL students making sufficient progress on the Access test is only 46%, we need to increase this percentile to 49.5% in 2020-21 and 53% in 2021-22	46.00			49.50	53.00
Instruction: Increase the Vision math growth percentile of 51.4 % for our diverse learners in 4 years by 13.6% to 65% On our SQRP the indicators for Diverse Learner Growth was 17% and our vision Math Growth was 51.43 % showing a need for differentiation and fully integrating opportunities for all learners.	51.40			54.60	57.80
Instruction: Increase the Vision Math Growth Percentile of 44.2 for out African American students by 10.0% in 4 years On our SQRP the indicators for African American Growth was 27% and our Vision Math Growth was 44.2 % showing a need for differentiation and fully integrating opportunities for all learners.	44.20			49.10	54.06
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If we provide professional development from our MTSS team for our teachers, ESP's and tutors that walk them through the MTSS process, data collection and documentation that we have developed to help them understand the data and identify the the three tiers of students, and provide examples of progress monitoring, differentiated support along with specific strategies for accommodations, differentiation and modifications within our own MTSS process. An additional focus will be placed explicitly on EL strategies and differentiation of instruction
Then we see...	Our teachers, our ESP's and our tutors will be able to identify students who would benefit from specific strategies, accommodations, differentiation, and modifications that provide rigorous, individualize, data driven instruction for students in each tier which addresses their SEL needs as well as their diverse learning styles and EL needs and accommodations being included in the unit/lesson plans to help teachers meet the needs of all the student.
which leads to...	10% fewer students needing to be staffed and placed in special education also by improved student achievement as evidenced by NWEA, IAR , ACCESS, and REACH PT data. Teacher collaboration and a rich rigorous curriculum will also be a result of this focus.
Budget Description	Local (115) Substitute teacher (PD, programming, etc.) to cover classes of teachers attending PD Activities and peer observation Teacher Ext. Day - Buckets for vertical alignment, ILT Meetings and before and after school tutoring Tutors for MTSS to assist with one on one tutoring of students in the MTSS process. Classroom Supplies to assist with instruction ELPT Stipend
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	(Not started) We will provide PD for our whole staff teachers, ESP's, and tutors on our MTSS process: the actual process, and explanation of time limitations, documentation, data collection, progress monitoring, accommodations, differentiation, modifications and strategies. Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring (Not started) Hire Miscellaneous Part-Time workers as tutors to assist with one on one tutoring of students in the MTSS process. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process (Not started) Ensure that teachers are actively reviewing data and behavioral documentation to identify students to receive MTSS, we will require teachers to identify a minimum of 3 students along with their Selected Six to be submitted to the principal for review. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring (Not started) Nominate an ELPT who supports school leadership in the administration of the EL program, leads professional development of teachers

	regarding English Language Development (ELD) and instruction for English Learners (ELs), and engages parents of ELs to participate in the education of their children. Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OLCE • (Not started) Monitor MTSS selection of interventions for ELs ? Collaborate with Case Manager and ensure that a Bilingual Specialist participates in IEP meetings for ELs to ensure considerations of language and culture and to ensure that appropriate services are provided. Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership, OLCE, ONS: Continuous Improvement

Strategy 2

If we do...	If we ...focus on vertically aligning our curriculum and effectively using formative data to provide targeted small group instruction which is differentiated for tiers 1 thru 3 with fidelity?..
Then we see...	then we will see...an increase in student?s ability to access skill-based activities designed to meet them at their threshold and push to the next level of learning.
which leads to...	which leads to...an increase of 3% EL, 3% DL, and 5% AA students at or above national attainment as measured by NWEA and SQRP metrics.
Budget Description	Use Local (115) to renew Blue Streak Math subscription Use Local (115) funds to for Teacher Extended Day buckets for targeted before and after school tutoring in math and ELA Use Local (115) funds or Teacher Extended Day buckets for vertical alignment Use Teacher Extended Day buckets for substitute coverage for teachers to attend PD activities Use IL-Empowerment Year 3 funds to open tutoring bucket for before and after school tutoring of Diverse Learners External Grants/Foundation/In-kind from Pritzker Foundation to renew Achieve 3000 Program Local (115)Use Bilingual allocation to open EL After School Teacher Extended Day for after school tutoring in grades 2-8th Local (115) ELPT Stipend
Tags	CIDL: Digital Learning, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Curriculum
Action steps	• (Not started) Monitor attendance on a quarterly basis to determine students that may be at risk academically due to attendance Tags:MTSS: Family and Community Engagement, OSSE: Attendance & Truancy, OSSE: Students in Temporary Living Situations • (Not started) Small Group differentiated instruction for students identified as Tier 1,2 and Tier 3 for in Math and ELA on a daily basis

	Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Progress Monitoring, ONS: Continuous Improvement, Math: Rigorous Tasks, Math: Curriculum • (Not started) Identify technology based tools and routines for differentiation of instruction for Math (BlueStreak, Freckle, and IXL) and ELA (Achieve 3000). Hire a technology consultant to assist with maintaining computers. Tags:CIDL: Digital Learning, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Progress Monitoring, Math: Curriculum • (Not started) Target after school tutoring for math and ELA instruction for all Tier 2 and 3 students including Diverse Learners and EL Students. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, ONS: Continuous Improvement, Math: Curriculum • (Not started) Open a teacher extended day bucket for teachers to work on vertical alignment Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, ONS: Continuous Improvement, Math: Curriculum • (Not started) ELPT collaborates with classroom teachers, TCT, core departments, etc., regarding curriculum/instructional supports and differentiation Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE

Strategy 3

If we do...	If we ...focus on building teacher leadership capacity by providing professional learning opportunities, engaging teacher leaders in decision-making processes, providing coaching, feedback, and support that assist them in the continuous improvement of their leadership skills and maximizing their contribution to the school
Then we see...	Then we will see... peer coaching and teachers holding themselves and others accountable for using their data to connect instructional activities, effective collaboration, the development and delivery of effective, standards-based differentiated instruction for all students
which leads to...	Which leads to... a culture of leadership for continuous improvement, high expectations for students and staff, and an 10% increase in the number of students meeting and exceeding national average as measured by NWEA and SQRP performance standards. Which should result movement from Neutral to Strong for continuous improvement on the 5 Essential Survey.
Budget Description	Use Local (115) Funds to open a teacher extended day bucket for ILT meetings , Vertical alignment, Understanding Backwards design Use Local (115) Funds to open a teacher

	extended day for substitute bucket o allow ILT, and Teacher Leaders to attend professional learning opportunities and to collaborate during, before and after school. Use Local (115) Funds to open a teacher extended day for Friday and Saturday Detentions Use Local SGSA (115) Funds to open a teacher extended day buckets for Friday and Saturday Detentions, Part time clerical work, Summer school clerk, and lunch/recess support
Tags	Assessment: Monitoring Student Learning to Support Growth, ONS: Continuous Improvement
Action steps	• (Not started) Put funding aside for substitute buckets and teacher extended day to allow ILT, and Teacher Leaders to attend professional learning opportunities and to collaborate during, before and after school. Tags:Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth, CIDL: Curriculum, ONS: Continuous Improvement, SSCE: Engaging in Difficult or Controversial Discussions • (Not started) Monitor the ILT's use of additional preparation period a week to ensure the schedule is being implemented with fidelity. Each week there should be a different focus: -meet as a team to review/analyze whole school data -meet with the grade-level team to collaborate and analyze grade-level data -go into classrooms to model instructional best practices -observe, give feedback and coach peers Tags:Leadership for Continuous Improvement, Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth • (Not started) Provide funds for professional development on vertical alignment and Understanding Backwards Design Tags:Curriculum, Instruction, ONS: Continuous Improvement • (Not started) Provide funds for ESP Extended Day Buckets for part time clerical work, Summer school clerk, and lunch/recess support, security coverage and lunch/recess support Tags:Leadership for Continuous Improvement, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, Safety & Security

Action Plan

Strategy 1

We will provide PD for our whole staff teachers, ESP's, and tutors on our MTSS process: the actual process, and explanation of time limitations, documentation, data collection, progress monitoring, accommodations, differentiation, modifications and strategies.

Sep 08, 2020 to Jun 18, 2021 - Dr. Reese A. Waxler T. Szaraz

Hire Miscellaneous Part-Time workers as tutors to assist with one on one tutoring of students in the MTSS process.

Sep 08, 2020 to Jun 18, 2021 - Dr. Reese B. Smith

Ensure that teachers are actively reviewing data and behavioral documentation to identify students to receive MTSS, we will require teachers to identify a minimum of 3 students along with their Selected Six to be submitted to the principal for review.

Sep 08, 2020 to Jun 18, 2021 - Diverse Learner Teachers Dr. Reese B. Smith

Nominate an ELPT who supports school leadership in the administration of the EL program, leads professional development of teachers regarding English Language Development (ELD) and instruction for English Learners (ELs), and engages parents of ELs to participate in the education of their children.

Sep 08, 2020 to Jun 18, 2021 - Dr Reese Ms.D. Guajardo

Monitor MTSS selection of interventions for ELs ? Collaborate with Case Manager and ensure that a Bilingual Specialist participates in IEP meetings for ELs to ensure considerations of language and culture and to ensure that appropriate services are provided.

Sep 08, 2020 to Jun 18, 2021 - SpEd Resource Teachers Ms. D. Guajardo

Strategy 2

Monitor attendance on a quarterly basis to determine students that may be at risk academically due to attendance

Sep 08, 2020 to Jun 18, 2021 - School Clerk and Counselor

Small Group differentiated instruction for students identified as Tier 1,2 and Tier 3 for in Math and ELA on a daily basis

Sep 08, 2020 to Jun 18, 2021 - Teachers in grade k-8 MTSS Interventionist

Identify technology based tools and routines for differentiation of instruction for Math (BlueStreak, Freckle, and IXL) and ELA (Achieve 3000). Hire a technology consultant to assist with maintaining computers.

Sep 08, 2020 to Jun 18, 2021 - M. B. Smith Dr. Reese

Target after school tutoring for math and ELA instruction for all Tier 2 and 3 students including Diverse Learners and EL Students.

Sep 08, 2020 to Jun 18, 2021 - Teachers in grades 3-8 ELPT Diverse Learning teachers

Open a teacher extended day bucket for teachers to work on vertical alignment

Jul 01, 2020 to Jun 18, 2021 - Classroom teachers DL/EL and Specials Teachers

ELPT collaborates with classroom teachers, TCT, core departments, etc., regarding curriculum/instructional supports and differentiation

Sep 08, 2020 to Jun 18, 2021 - Classroom Teacher Pre-K-8th Ms. Guajardo Ms. Kumar

Strategy 3

Put funding aside for substitute buckets and teacher extended day to allow ILT, and Teacher Leaders to attend professional learning opportunities and to collaborate during, before and after school.

Jul 01, 2020 to Jun 18, 2021 - Dr. Reese Ms. B. Smith

Monitor the ILT's use of additional preparation period a week to ensure the schedule is being implemented with fidelity. Each week there should be a different focus: -meet as a team to review/analyze whole school data -meet with the grade-level team to collaborate and analyze grade-level data -go into classrooms to model instructional best practices -observe, give feedback and coach peers

Sep 08, 2020 to Jun 18, 2021 - Dr. Reese Ms. B. Smith

Provide funds for professional development on vertical alignment and Understanding Backwards Design

Jul 01, 2020 to Jun 18, 2021 - Dr. Reese B. Smith

Provide funds for ESP Extended Day Buckets for part time clerical work, Summer school clerk, and lunch/recess support, security coverage and lunch/recess support

Jul 01, 2020 to Jun 18, 2021 - Dr Reese b. sMITH

Fund Compliance

ESSA Program

[ ]

ESSA Schoolwide Program

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

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

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

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

.DNA -Non Title I School

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

Pritzker will present the State of the Schools address in the Fall and also encourage parental input at LSC meetings to give the school feedback on decisions
about the education of their children.

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.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings and Bilingual 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.

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.

Homeroom teachers will send out a copy of students' s NWEA test results to parents at the middle of the year and at the end of the year.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

The schools will monitor the certification of all its teacher to ensure that a teacher who is not highly qualified is not assigned to teach in a position unless they
are qualified.

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.

DNA -Non Title I School

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.

Pritzker will host two Parent Institutes in the Fall and in the Spring to provide information, resources, materials and training including literacy and technology
to assist parents in working to improve their children's academic achievement.and to encourage increased parental involvement.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the

education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

During our staff professional development sessions during the school year we will educate all staff in the value and utility of contributions by parents and in
how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent
programs and build ties with parents.

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.

Pritzker has a preschool program and the preschool teacher will hold parent meeting to to further encourage and support parents in more fully participating
in their children's education.

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.

Pritzker will distribute information related to the school and parent programs, meetings, and other activities to parents through Facebook, newsletters,
emails, and school website posting in understandable and uniform formats,

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

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

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

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

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic

achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

A.N. Pritzker School strives to provide a creative, safe, and healthy environment that embraces diversity and nurtures the whole child, preparing them to be
productive citizens and life-long learners.

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.

Pritzker will hold parent-teacher conferences in November and April. Parent will have an opportunity to pick-up their child's report cards and confer with
teachers about their child's attendance and academic progress.

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

Principal will help build a stronger school-home relationship by having each teacher outline academics and maintain a consistent communication vehicle from
classroom to home and home to classroom (websites, newsletters, e-mail).

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

Teachers will meet with parents during their prep period or by prearranged appointments before, during, or after school.

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.

All parent wishing to volunteer to go on field trips or to help in their child's class are required to complete a volunteer application through the Chicago Public
Schools CiviCore database. Please visit: cpsvolunteers.org.

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

Parents will support their child's learning my registering for the parent portal and setting triggers to alert them about drops in grades or missing assignments.
Teacher will regularly post homework on the home page on our school's website.

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 encouraged to complete My Voice, My School Parent survey, and also to attend LSC meetings in order to consult with the school in decision
relating to the education of their child. The parents can also contact and meet with the principal to discuss decision relating to the education of their child.

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).

The school hold a Monday Morning Wildcat Conference for students in grades K-8th and the conferences focus on Growth Mindset vs Fixed Mindsets,
encourages good attendance, positive attitude, and class participation. We also hold various motivational assemblies during the school year.

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.

DNA -Non Title I School

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.	$750.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$250.00
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)	$0.00
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	$0.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00