

William F Finkl Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Tamara Schwab	Special Education	TSchwab1@cps.edu	Has access
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Jose Rodriguez	Math Lead 6-8	JJRodriguez@cps.edu	Has access
Anita Zajac	Literacy Lead 3-8	ADZajac@cps.edu	Has access
Twanda Crump	Prek-2nd	TRCrump@cps.edu	Has access
Olga Villafranca	LSC Chair	olgavillafranca4@gmail.com	Has access
Erin Treacy	Grade Band Lead k-2	etreacy@cps.edu	Has access
Michelle Dombro	Grade Band Lead 3-5	MPDombro@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/29/2020		

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
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 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:** See Grade Level Meeting Agendas from varied Priority group meetings.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** See school wide expectations

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)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** See Radner Scope and Sequence
- 3 - 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
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 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
 - 3 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
 - 2 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
 - 2 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
 - 3 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
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** See Grading Policy

- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 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)
 - 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 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:**
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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
 - **Evidence:**

Quality and Character of School Life

- 3 - 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)
 - 3 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
 - 1 Become informed voters and participants in the electoral process
 - 1 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community

- 1 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** See SEL and Student Government Notes and Agendas
- 3 - Physical and Emotional Safety
 - 3 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)
 - 3 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:** See Counselor Agenda/Minutes
- 2 - 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)
 - 2 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:** See School Wide Restorative Practices
- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

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

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	Math growth among grades 3-8
Root Cause 1	Professional development for Math teachers around Math Talks and the integration of Science into the Math curriculum planning
Area of Critical Need 1	Reading attainment among grades 3-8th

Root Cause 2	More in-depth planning and instruction tailored to ability grouping aligned to the NWEA Learning Continuum, alongside re-teaching and progress monitoring with fidelity
Area of Critical Need 3	English Language Learners Access Scores
Root Cause 3	English Language Acquisition and Writing Program with a focus on Academic Vocabulary enrichment, along with bilingual teachers PD

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 23% of Finkl Academy's students are ELLs	EL		40.50	49.50
	Female		40.50	49.50
SQRP: National School Growth Percentile - Reading (Grades 3-8) Finkl's School wide expectation is 70 by 2023	Latinx		56.00	66.00
	Latino (Male)		56.00	66.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Finkl's overall Math achievement continues to struggle	Overall		25.00	30.00
	Other Race		25.00	30.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Finkl's overall Math achievement continues to struggle to make gains	Latino (Male)		30.00	38.00
	Male		30.00	38.00
Vision: Attendance Rate Finkl's School wide expectation is 95 by 2023	Overall		94.90	95.90
	Students with IEPs		94.90	95.90

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 Finkl Academy					

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...	Align our curriculum and materials to both state and college readiness standards...
Then we see...	Consistent researched-based instructional strategies, regular routines and data driven decisions school wide...
which leads to...	Instructional improvement, increased students' academic achievement, balanced assessments with all students on track, and academically engaged in universal design for learning.
Budget Description	Local (115) Title I (332), II (353), III (356) IDEA (220) External Grants/Foundation/In-kind(124) Teacher position ESP position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses Other
Tags	Balanced Assessment and Grading, CBE: Supports, Interventions, or Extensions
Action steps	<ul style="list-style-type: none"> (Not started) Lead teachers in the planning for annual calendar SY20/21 and curriculum alignment, while clarifying a list of roles and responsibilities of the (1) Instructional Leadership Team, as well as, (2) grade level band leads; Kdg-2nd, 3-5 and 6-8 (3) Bilingual Lead (4) Special Ed; Case Manager <p>Tags:Leadership for Continuous Improvement, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences</p> <ul style="list-style-type: none"> (Not started) Engage all staff in curriculum planning and digital alignment, implementation, evaluation and SY20 EOY NWEA student performance data analysis and adaptation through structured collaboration.

	<p>Tags:Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p> <ul style="list-style-type: none"> (Not started) Research district, State Standards to ensure alignment of curricular work with a focus on Reading, Math and other tests areas <p>Tags:Leadership for Continuous Improvement, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) Ensure curriculum maps in all tested subjects clearly identify which standards are taught. Ensure Curriculum requires students to address and wrestle with completed integrated problems, including specific skill sets. <p>Tags:Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Targeted Universalism</p> <ul style="list-style-type: none"> (Not started) Adjust, modify and revise curriculum materials and maps based on student achievement results and/or differentiate based on students' needs. <p>Tags:Assessment: PreK-3 Assessment, CBE: Adaptive Pacing, CBE: SEL Integration, CBE: Supports, Interventions, or Extensions</p>
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Strategy 2

If we do...	Develop a system of Multi-Tiered Support that monitor academic and social emotional needs; (data collection/analysis, attendance, assessments & grading)
Then we see...	Monitored Tiered academic support (prevention and interventions) and social practices (self awareness, identify, describe and apply, strategic positive character traits
which leads to...	an increase in student academic performance and attainment on all standardized assessments as well as, a decline in DL referrals and student misconduct infractions, ultimately giving rise to students on track and equitable curriculum access.
Budget Description	Local (115) Title I (332), II (353), III (356), IDEA (220) External Grants/Foundation/In-kind(124) Teacher position ESP position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses Other
Tags	FACE2: Parent Engagement, FACE2: Title 1 PAC, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, MTSS: Curriculum & Instruction, Math: Student Discourse
Action steps	<ul style="list-style-type: none"> (Not started) Provide professional development for all staff, focused first on school-wide and classroom non-negotiables, consequently aligning the SEL AND

	<p>MTSS (BHT) strategies and priorities to overall BHT/MTSS school goal based on data obtained from (SY17/18)</p> <p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</p> <ul style="list-style-type: none"> (Not started) Create a clear, professional learning calendar of topics aligned to school expectations, including assessments and professional learning plans; ongoing training, cycle of lesson observations, and coaching/ peer/ mentoring. <p>Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) The ILT, MTSS, & CFL teams set clear expectations for all groups, including sub groups for implementation of presented practices and strategies to monitor their implementation and use. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> (Not started) Develop a clear plan for adult learning across the school aligning, topics for whole group professional development sessions/goals/protocols/expectations for teacher team meetings <p>Tags:MTSS: Problem Solving Process, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Use annual data, interim, formative data and school improvement plan milestones to monitor, track and review progress-systematically adjusting strategies where needed. <p>Tags:MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Shared Leadership</p>
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Strategy 3

If we do...	create a culture of supportive and equitable approaches to discipline
Then we see...	a learning community building strong relationships around cultural sensitivity through critical pedagogy empowering student agency through voice and action coupled with college and/or career aspirations.
which leads to...	Families and all stakeholders purposefully engaged in the academic and SEL growth of all stakeholders, i.e., achievement, high expectations, and celebratory milestones where all stakeholders are valued...
Budget Description	Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124) Teacher position ESP position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses Other

Tags	Assessment: Fair, Accurate and Consistent Grading Systems, ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices
Action steps	<ul style="list-style-type: none"> • (Not started) Develop clear actions, milestones and benchmarks for both implementation and student progress, i.e., an initial quarterly and/or bi-quarterly, and bi-weekly plans with specific-check-in points, aligned to student goals (ILPs) designed to make dramatic students' achievement gains Tags:Assessment: Curriculum Equity Initiative, CBE: SEL Integration, Equity: Inclusive Partnerships • (Not started) Set clear milestones and benchmarks for student outcomes-including specific targets for students sub-groups (specifically ELL and DL students) as well as grade cohorts--and school practice implementation are in place. Tags:Assessment: Assessment Plan Voting Procedures, Assessment: Checkpoint Student Assessment System • (Not started) Use student learning data and teacher input to adjust schedule as needed to maximize time spent on learning, also Tags:Supportive and Equitable Approaches to Discipline • (Not started) Ensure all students are given opportunities to make up any missed work; when benchmarks are unmet, contingency plans are created to reach required result. Tags:CBE: SEL Integration, CBE: Supports, Interventions, or Extensions • (Not started) Hold regular one-on-one meetings with teachers or teacher teams to review data for the their students and set next steps for re-teaching-explicitly link conversations about assessment to conversations about designing instructional practice tailored to students' learning styles. Tags:Assessment: Monitoring Student Learning to Support Growth

Action Plan

Strategy 1

Lead teachers in the planning for annual calendar SY20/21 and curriculum alignment, while clarifying a list of roles and responsibilities of the (1) Instructional Leadership Team, as well as, (2) grade level band leads; Kdg-2nd, 3-5 and 6-8 (3) Bilingual Lead (4) Special Ed; Case Manager

Aug 24, 2020 to Sep 14, 2020 - ILT, BLT, and Case Manger

Engage all staff in curriculum planning and digital alignment, implementation, evaluation and SY20 EOY NWEA student performance data analysis and adaptation through structured collaboration.

Aug 24, 2020 to Sep 07, 2020 - Principal/Lead and Leadership team leads

Research district, State Standards to ensure alignment of curricular work with a focus on Reading, Math and other tests areas

Aug 24, 2020 to Sep 11, 2020 - Admin/Leadership Team Leads

Ensure curriculum maps in all tested subjects clearly identify which standards are taught. Ensure Curriculum requires students to address and wrestle with completed integrated problems, including specific skill sets.

Sep 11, 2020 to Sep 25, 2020 - Admin/Leadership Team Leads

Adjust, modify and revise curriculum materials and maps based on student achievement results and/or differentiate based on students' needs.

Sep 25, 2020 to Oct 23, 2020 - Admin/Leadership Team Leads

Strategy 2

Provide professional development for all staff, focused first on school-wide and classroom non-negotiables, consequently aligning the SEL AND MTSS (BHT) strategies and priorities to overall BHT/MTSS school goal based on data obtained from (SY17/18)

Sep 25, 2020 to Oct 23, 2020 - Admin/MTSS/BHT/ ILT

Create a clear, professional learning calendar of topics aligned to school expectations, including assessments and professional learning plans; ongoing training, cycle of lesson observations, and coaching/ peer/ mentoring.

Sep 12, 2020 to Jun 25, 2021 - Admin/MTSS/BHT/ ILT

The ILT, MTSS, & CFL teams set clear expectations for all groups, including sub groups for implementation of presented practices and strategies to monitor their implementation and use.

Sep 26, 2020 to Jun 04, 2021 - Admin/MTSS/BHT/ ILT

Develop a clear plan for adult learning across the school aligning, topics for whole group professional development sessions/goals/protocols/expectations for teacher team meetings

Sep 25, 2020 to Jun 18, 2021 - Admin/MTSS/BHT/ ILT

Use annual data, interim, formative data and school improvement plan milestones to monitor, track and review progress-systematically adjusting strategies where needed.

Oct 16, 2020 to Jun 18, 2021 - Admin/MTSS/BHT/ ILT

Strategy 3

Develop clear actions, milestones and benchmarks for both implementation and student progress, i.e., an initial quarterly and/or bi-quarterly, and bi-weekly plans with specific-check-in points, aligned to student goals (ILPs) designed to make dramatic students' achievement gains

Aug 24, 2020 to Jun 25, 2021 - Admin Team; Case Manager, BLT, School Counselor, Social Worker, Student Gov President

Set clear milestones and benchmarks for student outcomes-including specific targets for students sub-groups (specifically ELL and DL students) as well as grade cohorts--and school practice implementation are in place.

Sep 19, 2020 to Jun 12, 2021 - Admin Team; Case Manager, BLT, School Counselor, Social Worker, Student Gov President

Use student learning data and teacher input to adjust schedule as needed to maximize time spent on learning, also

Sep 19, 2020 to Jun 18, 2021 - Admin Team; Case Manager, BLT, School Counselor, Social Worker, Student Gov President

Ensure all students are given opportunities to make up any missed work; when benchmarks are unmet, contingency plans are created to reach required result.

Sep 12, 2020 to Jun 18, 2021 - Admin Team; Case Manager, BLT, School Counselor, Social Worker, Student Gov President

Hold regular one-on-one meetings with teachers or teacher teams to review data for the their students and set next steps for re-teaching-explicitly link conversations about assessment to conversations about designing instructional practice tailored to students' learning styles.

Sep 12, 2020 to Nov 06, 2020 - Admin Team; Case Manager, BLT, School Counselor, Social Worker, Student Gov President

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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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.

The current gap that exists between Finkl's current and desired state is Mathematics, specifically in measurement and data. However, given the current impact of the COVID 19, thus remote learning, a school wide needs assessment in conjunction with data once made available by the district and Network-will be used to determine the actual gap.

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

Principal will create time, structures and processes for adult to build strong relationship with students. (2) Design a plan for every student to have time for one 1-1 caring adult relationship in the building, as well as, create times and structure for adults across content areas to discuss students' performance and behavior in multiple settings. Based on the results of the needs assessment, students will be grouped by %tiles aligned to our MTSS Framework and will receive progress monitoring to ensure mastery of skills.

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.

Professional development for Math teachers around Math Talks and the integration of Science into the Math curriculum planning. The school's core academic program will be strengthened through the use of research based instruction materials and best practices that are part of a comprehensive. Professional development for Math teachers around Math Talks and the integration of Science into the Math curriculum planning

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

The instructional leadership team will design comprehensive professional learning plan and a calendar aligned to school wide goals, performance management and individual goals. The professional learning

plan will include training, cycle of lesson observations, coaching and mentoring. Admin will provide professional development for all staff focused first on school-wide and classroom non-negotiable, then aligned rigorous curriculum mapping, and finally instructional strategies based on learning gaps.

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

Select and utilized the ILT, MTSS, DL and EL team leaders as an initial quorum for the interview process. Establish clear and rigorous hiring process for reviewing any potential teacher seeking employment at Finkl. Ob a rotation basis, team members will attend PD including learning specific district-approved practices for HR management (e.g. specific union regulations and timelines) Selected applicants must have demonstrated student growth and attainment evident by 3-most recent NWEAs students' profiles.

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.

Develop a clear plan for adult learning across the school, aligning the following: Topics for whole group professional development sessions (2) Goals/protocols/expectations for teacher team meetings (3) Prioritize teacher-support teachers with clear development needs, including full lesson observations and peer mentoring (4) Create structures for job-embedded collaborative learning: Professional Learning Communities protected for grade level/content area planning, protocols and systematic examination of practice. Para professionals will continue to work in the capacity of classroom collaborators, where targeted struggling will receive intensive support through progress monitoring.

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

Create a flexible definition of engagement that values multiple types of family engagement and interactions. For instance, Leadership team builds awareness of biases about what family is and what family engagement means. Meanwhile admin will develop and implement short-term and long-term plans for family engagement that match the school and community context. At least 3 adults in the building can be designed as a leads in family engagement work. Staff will provide on-and relevant meetings to staff and families that support and foster high level family engagement. Multiple entry points should be in place to engage families; el cinco de mayo, el dia de los ninos, el dia de los muertos, etc.

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.

The preschool curriculum is currently aligned to Kdg-8th Radner's scope and sequence and student are progresses monitored. After the 1st progress report, identify students who are at risk and develop preventative measures with a focus on attendance and punctuality. Using preventative methods expose Prek students to Smarty Ants, ClassDojo and kdg applications for literacy. Develop and implement on-going quarterly structures to maintain a strong relationship with parents of preschool students.

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.

School staff and leaders will engage some students in the creation and implementation of their intervention. Admin will continue to develop an explicit pyramid of interventions and preventions that include classroom based practices and strategies that all teachers implement. Teacher teams will identify the 10% of student who need the highest level of interventions and support staff member with the creation tailored plans to support these struggling students. A student tracking system that uses

assessment information, course grades, teacher referrals, and attendance etc will be used to take a look at the whole child. Regular classroom instruction will aid in the identification and address varied student needs with a focus on prevention and scaffolding to reduce the need for additional interventions. Peer observations using the PQS informal observation framework will provide insight into lesson plans and classroom practices.

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.

Admin will lead staff in creating more in-depth lesson planning processes that consistently includes differentiation, re-teaching and assessment, additionally admin will continue to develop the capacity of the leadership to review lessons and monitor implementation. The leadership team will review and discuss the importance of clear objectives, opening activities, and elaborate on how multiple paths of instruction can lead to a clear defined curricular goal. Determine the most important student learning data points that will drive decisions and make every decision based on that data point. Admin will hold one-on-one meetings with teachers or teacher teams to review data for their students and to set next for re-teaching- explicitly link conversation about assessment to conversations about modifying instructional practice if and when necessary.

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.

First, admin will review existing community partnerships and decide to maintain, eliminate, or replace based on initial cost-benefit analysis, focusing on one to two key areas that will have high impact relating to mental health and after-school programs. Admin will conduct a comprehensive review of all current resources, financial, staff, in-kind, supplemental, external partners/programs/resources and wherever possible shift existing resources to align to strategic priorities. All existing school resources will be reallocated to match CIWP priorities. Admin will effectively leverage all potential resource sources through an ongoing, active approach to budget and resource management, additionally, admin and ILT will forecast any new resources and materials needed for 1-2 years.

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.

The school will host monthly meetings for parents to present information and updates as they occur, thereby sustaining parent-school open lines of communication and have an informed body of parents (BAC and PAC Chairs, etc) in the decision-making process in the school. In addition the learning community will host meetings to solicit active parent involvement, i.e., planning, reviewing, and revising to tailor and align activities to the NCLB Title I, CIWP, Budget Plan, Parent Involvement Policy, Parent Compact and Funds etc.

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 host an annual parent meeting at the start of the school year to present school student achievement data, plans for improvement, and action plans to accomplish goals. At this time, parents will also have a voice in the decision-making process in how the school-home connection can be strengthened and supported. The school Annual meeting and Organizational meeting will be held in September 2018.

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.

Parents will continue to be informed about all academic support services offered in the school to ensure their child's success in the school. Teachers and parents conferences will be scheduled throughout the year on a quarterly basis minimally, and when necessary based on students' needs and academic progress, to communicate student's social, emotional and academic progress throughout the school year.

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.

Parents will continue to be informed about all support services offered in the school to ensure their child's success in the school. Conferences will be scheduled throughout the year on a quarterly basis minimally, between teachers and parents to communicate a student's progress in school in assessments and grades.

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.

Offer opportunities for more parent workshops to actively engage all stakeholders (b) Provide ongoing parent information sessions to improve parent-school relationship and collaboration through Parent Engagement Coordinator (c) Monthly NCLB meetings, as well as, parent Reading and Math tutoring sessions via Achieve3000, Wonders Reading (Spanish and English) as well as, St. Math and Go Math Applications (d) 3rd and 4th Quarter ESL classes for parents.

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

The school will conduct regular training to present state standards, local, district, and state assessments to best inform parents on how to monitor their child's progress and how to work with educators so their children meet and exceed assessments goal.

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

The school will continue to offer training and workshops to present resources in literacy, technology, math, state standards, and social/emotional learning that will promote the goal of working closely with parents to ensure every child's success in school.

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

The school will continue to provide ongoing best practices in training to all staff in reach out efforts in communication and problem-solving with parents, as partners in every child's education. The school will continue to implement parent programs and activities to 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.

The school will especially emphasize the foundation of parent involvement in the early years of their child's education to set up every child with successful future in their education. The school will advocate and continue to seek partnerships with communi

ty-based programs that promote the importance of parental involvement in being skillful to meet every child's needs and exceeds expectations

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

The school will continue to elevate the importance of parent involvement in ensuring all communication is understandable and in the language parents understand. Parent newsletters, report cards, progress reports, and test data reports among other written communication will continue to be available in parents' language.

Policy Implementation Activities

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

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

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

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

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

/

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.)

It is our mission to prepare our students to become literate, critical thinkers who are prepared for success in high school, college, and careers. This will be accomplished by implementing a challenging curriculum aligned to the state's core learning standards. We will foster academic growth and achievement by using best instructional practices.

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

Parent-Teacher conferences are held at the end of every quarter, Nov 2020, Jan 2021, April 2021, and June 2021. Parents have conferences with teachers on student grades and their performance on student data.

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 teachers will provide on-going reports to parents on their child's progress at the every interval of 5 weeks and/or on a case by case basis with more frequency as needed.

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

Parents are welcomed at all times. Upon each parent's request appointments are made and accepted, i.e., before and after school, as well as, during teacher preparation periods, moreover, parent-teacher meetings/conferences are tailored to meet individual parents' needs.

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

Parents are encouraged to become volunteers in their child's classroom during engagement of group work planned in lessons or during vocabulary and/or English language development periods.

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

Parents are expected to monitor their child's progress by being a subscriber to the parent portal where they have access to real time grades their children are earning to be able to follow up at home. Parents are encouraged to discuss their children's attendance and assist in monitoring their homework. Parents will have workshops on tips on how to implement a strong two-way communication system on these matters with their children.

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

The parents are welcome at all times to consult, discuss decisions relating to their child's progress in school. They are invited to be partners in their child's education and to be vested in their child's education.

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

Students are required to set academic goals and to monitor their tardies and attendance that greatly impacts their performance in school throughout the school year. Teachers have one-on-one conferences with each of their students to assist them in setting goals.

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.

Increase parent workshops for parent engagement? Provide ongoing parent-information sessions improve parent-school relationship and collaboration through Parent Engagement Coordinator. Monthly NCLB meetings, as well as, parent Reading and Math tutoring sessions via Achieve 3000 and Go Math Applications. 3rd and 4th Quarter ESL classes for parents.

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.	\$300.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$726.00
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)	\$500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00

53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00