John A Walsh Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/21/2020	Askew, Fonseca, Opoku, Casimiro, Benes, Serr, Odom, Hernandez, Parise	Shared Electronic SEF with team... Provided rationale for team selection.
02/04/2020	Askew, Rivera, Moreno, Serr, Reynolds, Odom, Parise, Casimiro	SEF Entry and Data Discussion
02/05/2020	Serr, Murray, Gonzalez, Benes, Casimiro, Fonseca, Reynolds	SEF Entry and Data Discussion

Date	Participants	Topic
02/18/2020	Murray, Casimiro, Reynolds, Benes, Hernadez	SEF Entry and Data Discussion
03/04/2020	Murray, Fonseca, Reynolds, Benes, Hernandez, Serr, Casimiro, Parise	

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**:
- 2 - Structure for Continuous Improvement
    - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 2 Design professional learning (PL) to achieve school-wide improvement goals
    - o 2 Design and implement school day schedules that are responsive to student needs
    - o 3 Align the budget to the CIWP priorities and the mission of the school

- o 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
- o 3 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 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 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 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 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

- 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 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
- o 2 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 3 - 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 1 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 2 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 3 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 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 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 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)
- o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 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**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust

- o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 2 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**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 1 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 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**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)

- o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 2 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: Instruction	**1**
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**3**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**2**
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
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: MTSS	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**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	Percentage of Students Making Sufficient Annual Progress on ACCESS
Root Cause 1	Poor assessment organization and intentionality with communicating with parents and students about the purpose of ACCESS
Area of Critical Need 2	NWEA Attainment G2 Math
Root Cause 2	Lack of bilingual supports and access to aligned grade level instruction
Area of Critical Need 3	NWEA Attainment G2 Reading
Root Cause 3	Lack of bilingual supports and access to aligned grade level instruction
Area of Critical Need 4	National School Growth Percentile Reading - Grades 3-8
Root Cause 4	Misaligned Common Core instruction and planning using student data

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 113/306 students are classified as EL. It is important that student are supported with achieving English proficiency while learning in an ESL and Bilingual learning environment.	EL		42.00	52.00
	Latinx		42.00	52.00
Vision: NWEA Attainment G2 (Math) The last two SQRP cycles reflected a need to support grade 2 math attainment. SY18-3rd Percentile; SY19-21% Percentile. Although there appears to be some growth. There is substantial room for improvement.	Overall		50.00	57.00
	Latinx		49.00	56.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2 (Reading) The last two SQRP cycles reflected a need to support grade 2 math attainment. Although there appears to be some growth. There is substantial room for improvement.	Overall		63.00	69.00
	Latinx		64.00	70.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) The last two SQRP cycles and NWEA data has shown that there is still a need for additional reading supports and adjustments to instructional delivery. We have changed the reading curriculum and hope to see a shift. We have grown SY18- 52nd Percentile to SY19- 61st Percentile. Female students are not preforming at the same rate as males.	Overall		70.00	75.00
	Female		63.00	66.00
Vision: Attendance Rate There has been growth in attendance for three consecutive years. However, we have seen a decline in SY20.	Overall		95.00	96.00
	Male		95.00	96.00

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	develop a structured reading block that includes grade level literacy access, independent reading, advanced vocabulary building, student to student discourse, balance instruction with bilingual supports, novel studies and student choice
Then we see...	improved instructional organization; targeted and engaging small group and whole group discourse; improved interest in independent reading; and high quality instruction practices
which leads to...	increased K-8 student access to major works of the grade; a 20% increase in overall grade 2 reading attainment;11% increase in 3-8 reading growth by SY22 as measured by NWEA; and a 15% increase in EL students making sufficient annual progress as measured by ACCESS.
Budget Description	We have recently purchased Amplify Reading for the entire school. Additional professional development and time for teachers to acquire the knowledge associated with the resource is necessary. There is a need for planning time for unpacking the materials and aligning with individual student needs. We need resources and support with creating a K-5 reading block the encompasses the elements of the strategy.
Tags	Equity: Liberatory Thinking, Equity: Resource Equity, Equity: Targeted Universalism, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	(Not started) Plan for BOY NWEA Testing Tags:Assessment: Assessment Plan Voting Procedures, Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) Use Check Point to establish pre and post assessments aligned to 5 week unit cycles Tags:Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System (Not started) Build units of study aligned to standards taught, spiraled and in need of re-engagement Tags:Instruction, MTSS: Curriculum & Instruction (Not started) Survey teachers on their current reading block structures and curriculum usage Tags:Structure for Continuous Improvement, Assessment: Improving Assessment Literacy, Literacy: Key Practice #1-Abundant Reading of Diverse Texts (Not started) Observe reading blocks to determine current level of rigor, student discourse, and grade level standards appropriate for each grade.

| | | Tags:Structure for Continuous Improvement, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences |

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(Not started) Evaluate and revise unit plans to effectively balance major works of the grade and scaffolded skills

Tags:Instruction, MTSS: Curriculum & Instruction
(Not started) Train teachers to include culturally responsive literature in combination with implement leveled literacy intervention,

Tags:Equity: Liberatory Thinking, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OLCE, SSCE: Critical Media Literacy
(Not started) Implement ILT cycles of learning, including observation and feedback loops

Tags:Leadership for Continuous Improvement, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Teacher Leader Development & Innovation: Teacher Teams
(Not started) Implement quarterly peer observations to capture trends and inform planning and assessment

Tags:MTSS: Fidelity of Implementation, Teacher Leader Development & Innovation: Teacher Teams

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Strategy 2

If we do...	design and implement a structured professional learning program that engages teacher teams in ongoing cycles of learning using data and various student progress monitoring methods
Then we see...	students receiving data informed, tiered instruction based on their individual academic and social emotional needs
which leads to...	100% of teachers using data to identify performance and practice gaps in teaching and learning to inform re-engagement; a 35% increase in number of teachers tracking interventions in the MTSS logging tool; a 15% increase in EL students making sufficient annual progress on ACCESS; a 20% increase in overall grade 2 reading attainment; and a 11% increase in 3-8 reading growth by SY22 as measured by NWEA
Budget Description	Funding to free-up teachers for classroom observations and feedback loops; professional readings around team and capacity building;
Tags	MTSS: Fidelity of Implementation, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

Action steps	• (Not started) Provide professional development around the problem solving process, intentionally tracking MTSS interventions and planning for tiered instruction
	Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, ODLSS: Instructional Quality
	• (Not started) Survey teachers on MTSS tracking and comfort level of usage to plan for differentiated learning
	Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process
	• (Not started) Develop semester long observation schedule
	Tags:Teacher Leader Development & Innovation: Teacher Teams
	• (Not started) Develop year long PD calendar and grade band team schedule
	Tags:Teacher Leader Development & Innovation: Teacher Teams
	• (Not started) Align PD to equity challenge and civic responsibility
	Tags:Student Voice, Engagement, and Civic Life, Equity: Inclusive Partnerships, Equity: Targeted Universalism, Literacy: Shift 4-21st Century Professional Learning

Strategy 3

If we do...	establish a school wide civics culture that incorporates the Illinois Social Studies Standards, middle school civics requirement, student perspectives in decision/policy making, and connection to culture and community
Then we see...	teachers focused on planning units that incorporate student voice and opportunities to work cooperatively in partnership with peers, community members, and organizations
which leads to...	100% of students, K-8 applying and understanding of their role in the teaching and learning process, governmental and societal issues, and evidence based service and cross categorical capstone learning
Budget Description	This goal aligns with the work that Walsh is doing with the National Equity Framework and the CPS Race and Equity Team. We will need professional development time for teachers and support with student projects and service learning tasks. We anticipate needing resources such as technology for research and connection with lawmakers and community entities.
Tags	Student Voice, Engagement, and Civic Life, Equity: Inclusive Partnerships, OSEL: Supportive School Environment, SSCE: Inclusive decision-making, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice, SSCE: Liberatory Thinking

Action steps	(Not started) Develop structure aligned to grade-specific standards that incorporates student voice into interdisciplinary units that connect student voice, inquiry and application. Tags:Student Voice, Engagement, and Civic Life, Equity: Liberatory Thinking, Personalized Learning: Tailored Learning/Differentiation (Not started) Establish a discipline policy that includes student voice and is restorative and reflective Tags:Equity: Fair Policie sand Systems, OSEL: Supportive and Equitable Discipline Practices (Not started) Design a professional development cycle that incorporates the language of equity, self reflection, and teacher/student collaboration around school wide social science planning Tags:Instruction, Literacy: Shift 4-21st Century Professional Learning (Not started) Research empathy conversations for adults and students and plan PD for opening of school Tags:Equity: Liberatory Thinking

Action Plan

Strategy 1

Plan for BOY NWEA Testing

Aug 17, 2020 to Aug 31, 2020 - Assessment Coordinator

Use Check Point to establish pre and post assessments aligned to 5 week unit cycles

Jul 01, 2020 to Jun 04, 2021 - Teachers

Build units of study aligned to standards taught, spiraled and in need of re-engagement

Jul 01, 2020 to Dec 18, 2020 - Teachers, Lead Teachers, Principal

Survey teachers on their current reading block structures and curriculum usage

May 25, 2020 to Jun 05, 2020 - Principal, Lead Teachers

Observe reading blocks to determine current level of rigor, student discourse, and grade level standards appropriate for each grade.

Sep 21, 2020 to Jun 11, 2021 - ILT, Teacher Teams

Evaluate and revise unit plans to effectively balance major works of the grade and scaffolded skills

Jun 01, 2020 to Jun 11, 2021 - Grade band teams, Principal

Train teachers to include culturally responsive literature in combination with implement leveled literacy intervention,

Aug 31, 2020 to Sep 04, 2020 - Principal, ISL, Network and District, EL coach

Implement ILT cycles of learning, including observation and feedback loops

Sep 21, 2020 to Jun 10, 2022 - ILT

Implement quarterly peer observations to capture trends and inform planning and assessment

Sep 21, 2020 to Jun 04, 2021 - Teachers, Lead Teachers, Principal, EL Coach

Strategy 2

Provide professional development around the problem solving process, intentionally tracking MTSS interventions and planning for tiered instruction

Aug 31, 2020 to Sep 04, 2020 - Principal, MTSS Team

Survey teachers on MTSS tracking and comfort level of usage to plan for differentiated learning

Jun 08, 2020 to Jun 12, 2020 - Principal, MTSS Team. Network Support

Develop semester long observation schedule

Jun 22, 2020 to Jul 10, 2020 - Principal, ILT

Develop year long PD calendar and grade band team schedule

Jun 22, 2020 to Jul 10, 2020 - ILT, Principal

Align PD to equity challenge and civic responsibility

Jul 20, 2020 to Aug 14, 2020 - Principal, SS Lead, R&E Lead, Student leader

Strategy 3

Develop structure aligned to grade-specific standards that incorporates student voice into interdisciplinary units that connect student voice, inquiry and application.

Aug 31, 2020 to Jun 18, 2021 - Social Science Lead, Principal

Establish a discipline policy that includes student voice and is restorative and reflective

Aug 31, 2020 to Sep 04, 2020 - Culture and Climate Committee

Design a professional development cycle that incorporates the language of equity, self reflection, and teacher/student collaboration around school wide social science planning

Aug 24, 2020 to Feb 05, 2021 - Principal, Teacher Leaders, EL Coach, SS Lead

Research empathy conversations for adults and students and plan PD for opening of school

Jun 24, 2020 to Jul 10, 2020 - Principal, R&E Teacher Leader

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

A school-wide needs assessment will be conducted through a review and analysis of relevant District Assessments (NWEA) and teacher created assessment cycles using checkpoint, which are correlated with state standards and Common Core Standards. Trend data made available by Network and CPS and will be also be utilized for the purpose of completing the needs assessment and MTSS tiering.

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

The needs analysis will identify areas of academic needs for every student. We will address the needs of all students through appropriate instructional strategies, curricular materials, intervention/acceleration programs and additional resources. In addition, students progress will be monitored in order to ensure that all students meet proficient and advance levels of academic achievement with intentional MTSS data examinations and student re-engagement.

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.

The school's core academic program will be strengthened through the use of research based instructional materials and best practices that are part of a comprehensive, skill and standards based program in the areas of reading, social science, mathematics and science. Instructional programs currently in use are approved and supported by CPS. The development of units of study that correlate to the Common Core State Standards have been developed with guidance from the Network instructional support staff and in connection with the framework specialists.

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 needs of identified low achieving/at-risk students will be addressed through support programs and MTSS instructional interventions. To improve academic achievement, these students will receive priority status for enrollment in after school support programs, individual tutoring sessions and homework assistance programs available. Students will also be targeted for in-class support through assigned mentors, Wilson reading support, EL coaching support and tutors. Students who exhibit social/emotional issues will be referred for counseling support and social work intervention.

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

Fortunately, we do not have a high rate of teacher turn over. With the exception of Special Education, the average teacher tenure at Walsh is 10 years. If the need arises, the staff works collectively to identify talent and organize interviews as a collective unit. Additionally, connections with local colleges and universities, along with a long standing partnership with Michigan State allows for recruitment through student teacher pipelines as well.

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.

High quality, ongoing professional development will be provided to all instructional and support staff through a variety of sources. A core team of teacher leaders will participate in the school's Instructional Leadership Team (ILT) and receive targeted PD through CPS and Network initiatives in analysis and curriculum planning. This team will, in turn, facilitate PD's for the faculty and in grade band teams. In addition, teachers will participate in Network PD. All teachers will participate in ELA, social science, math and science PD that correlate with , Wilson, Amplify, FOSS and Envision and Engage NY Math, as well as specialized PD that support English Language Learners and Students with Disabilities.

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

Parents will have the opportunity to participate in numerous activities and initiatives at our school. Parents will be invited to workshops geared towards the development of skills that support their child's learning. Various parent governance committees are established to provide parental involvement opportunities. In addition, opportunities for parent education in the areas of Computer literacy and Parenting skills workshops will be offered. Staff will host Family Community, Literacy and Math Nights to

encourage parents to become familiar with our school culture, core instructional programs and learn side by side with their children through structured educational activities.

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.

Pre-School parent needs are included in the monthly parent meetings where numerous topics are discussed with the parents and school members on how to help the preschool children transition into the elementary program. Additionally, the Office of Early Childhood is included in every school open house, parent and community event.

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.

Teacher input is at the core of academic assessments. They vote on the assessment plan yearly and review pre and post assessment data using protocols in grade band teams. They will be utilized through routine analysis of assessment data (District Wide Assessments, local formative assessments and student work) in PPLC, grade level teams and in vertical content area teams. The analysis will inform instructional practice such as our intervention/acceleration block, extended day academic supports and individual student interventions. These conversations will also help inform decisions regarding the overall instructional program by identifying needs for additional curricular resources or instructional practices that improve teaching and learning.

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.

Through the use of effective pre-assessment strategies, consistent monitoring and ongoing assessments, teachers will be able to identify and address student's learning difficulties and provide the necessary support services on a timely basis. Post assessment MTSS grouping will ensure that students are revisiting and re-engaging with skills that require additional attention. District wide assessments as well as local informal assessments will assist teachers in this process. Lead teachers, MTSS team and administrative staff will support teachers in identifying and providing appropriate supports to students. Teachers will meet on weekly basis to examine student work, formative assessments, analyze data, develop instructional units and lesson plans to address the finding. These weekly grade band meetings will also include a progress monitoring component. Students identified with very little progress will require a learning or intervention plan to address these concerns.

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.

The school principal and local administrative team will be responsible for the coordination of all federal, state and local services and programs. Through collaboration with identified program directors and staff, the school will align resources with local needs to provide appropriate services in a timely and effective manner.

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.

Parents from BAC, PAC and LSC have been engaged in review and development of all ESSA, Title 1 policies and plans. This document, along with the Title 1 budget is initially introduced at the September Informational/Organizational meeting. The plan is then reviewed regularly during parent meetings to review balances and adjustments to budget lines.

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

The annual parent meeting is held yearly in September. During this time, parents are explained the Title I requirements and their right to be involved in the Title I programs. Afterwards, there are BAC and PAC meeting scheduled monthly. Additionally, parent nights for NWEA and related required student activities are scheduled and disseminated to parents through the web site, ASPEN, phone calls and mailings. Parents are invited and encouraged to participate in any and all school activities.

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

The school will make space and resources available for the parents to have access to the school for all Parent Advisory Council Meetings. The school also makes available additional resources including but not limited to; a copy machine, computer and telephone that can be used to contact parents regarding meetings.

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.

Student score reports are shared with parents immediately following all assessment windows. Teachers communicate student progress through ASPEN parent portal, class dojo and in in-person settings available during our Parent-Teacher Conference and through progress report mailings.

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

All teachers are highly qualified. If the case arises, parents will be notified via school administrator in writing.

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 agenda for Parent Advisory Council meetings will be dedicated to 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. In addition to the the aforementioned, agendas also cover Common Core, EL/ACCESS and NWEA. Lastly, parent portal training will be provided to all our families to allow them to monitor their student in all areas of achievement.

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

We offer technical training to our parents via a computer learning class provided by our technology coordinator open to all parents. The PAC can request, and implement, in coordination with the teaching staff, classes for parents in Spanish. Additionally, parent evenings will be dedicated to enhancing parent capacity to support student performance on assessments, including NWEA and ACCESS

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.

Staff maintains consistent contact with parents through use of ASPEN Gradebook, Class Dojo, progress reports and phone calls to the homes as documented in our parent call logs. Additionally, parents will be invited to participate in classroom activities, especially in the area of cultural and academic enhancement activities. Monthly PAC meetings will inform parents of all the CPS resources and programs available to them and their students.

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.

Pre-School parent needs are included in the monthly parent meetings where numerous topics are discussed with the parents and school members on how to help the preschool children transition into the elementary program. Additionally, the Office of Early Childhood is included in every school open house, parent and community event.

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

This will be accomplished through the monthly newsletter, mailings to parents, email, social media, flyers given to students and the robocall phone system. Pertinent information will also be placed on the school web-site and provided in languages appropriate to our parent population including Spanish and Mandarin.

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.)

Curriculum is designed and developed using the to the Common Core and Next Generation Science Standards. Implementation of high-quality curriculum and instruction is taking shape through leadership in each of our grade bands ad through thoughtful and intentional the MTSS problem solving process. Professional development is connected to further the implementation of high-quality writing and interactive discussions and dialogue techniques to expand student use of academic language. We encourage students to extend their world and become independent 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.

Parent-teacher conferences are held in November and April during report card pick-up. Additional parent conferences will be scheduled by counselors or teachers as necessary.

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

Parents may view their students progress on the parent portal and are mailed student progress reports each quarter.

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

Parents may call the main office or email their student's teacher to set up an appointment to meet on any day during a teacher's preparation period, and before and/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.

Volunteer opportunities are available to all parents that submit a request through the volunteer portal. Once completed, they may volunteer in the cafeteria, in classes, at school events and on field trips.The PAC sponsors a parent teacher forum annually and several school events throughout the year.

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 by getting their student to school on time, communicating with teacher and school support staff regularly, monitoring their student's homework, attendance and behavior through the parent portal, and by attending parent meetings and report card pick-up to monitor their students progress.

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

Through the PAC, BAC and LSC and/or though direct contact with teachers and the principal, parents will participate in decisions relating to the education of their children. This happens through monthly meetings, daily online communication access and via visits to the main office or parent support room.

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

Students will share the responsibility for improved student academic achievement by being in school daily, being prepared with supplies, participating in class and homework completion. Student attendance is targeted with incentives, and a multi tiered system of support interventions provided to help students achieve.

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.

CIWP actions are designed to involve parents and students in setting and monitoring performance progress. Our goal is to hold individual goal setting meetings and regular progress monitoring review meetings to identify and track progress towards student achievement in correlation with parental involvement.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** 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.	$971.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$300.00
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 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.	$300.00

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