

Eli Whitney Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Evelia Diaz	Principal	ediaz2@cps.edu	Has access
Araceli Ibarra	Assistant Principal	aibarra@cps.edu	Has access
Edith Zayas	Assistant Principal	enzayas@cps.edu	Has access
Raveyn Glave-Murray	Literacy Coach	rglave@cps.edu	No Access
Michelle Hernandez	ELPT	mihernandez4@cps.edu	No Access
Barbara Molina	Middle School ELA Teacher	bmolina@cps.edu	No Access
Rebecca Presslak	Middle School Science Teacher	rmpresslak@cps.edu	No Access
Lizbeth Ramirez	2nd Grade Bilingual Teacher	lramirez4@cps.edu	No Access
Lindsay Reese	4th Grade Math Teacher	jwilliams@cps.edu	No Access
Erika Sandstrom	Counselor	ejsandstrom@cps.edu	No Access
Magdalena Salazar-Bolda	2nd Grade Bilingual Teacher	msalazar-bolda@cps.edu	No Access
Jamie Seidel	Science 8th Grade Teacher	japaul@cps.edu	No Access
Emily Wagner	4-6th Special Ed. Teacher	eewagner@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/13/2020	Ms. Diaz, Ms. Zayas, Ms. Ibarra, Ms. Molina, Ms. Presslak, Ms. Reese, Ms. Seidel, Ms. Wagner	CIWP and SEF Overview
01/27/2020	Ms. Diaz, Ms. Zayas, Ms. Ibarra, Ms. Molina, Ms. Hernandez, Ms. Ramirez, Ms. Presslak, Ms. Salazar-Bolda, Ms. Seidel, Ms. Wagner	SEF Ratings

Date	Participants	Topic
01/28/2020	Ms. Diaz, Ms. Ibarra, Ms. Zayas,	SEF Ratings Parent and Community Section
01/29/2020	Ms. Diaz, Ms. Zayas, Ms. Ibarra, Ms. Molina, Ms. Hernandez, Ms. Ramirez, Ms. Presslak, Ms. Salazar-Bolda, Ms. Seidel, Ms. Wagner	SEF Ratings
02/10/2020	Ms. Diaz, Ms. Zayas, Ms. Ibarra, Ms. Molina, Ms. Hernandez, Ms. Ramirez, Ms. Presslak, Ms. Salazar-Bolda, Ms. Seidel, Ms. Wagner	Identify Critical Areas of Need
02/12/2020	Ms. Diaz, Ms. Zayas, Ms. Ibarra, Ms. Molina, Ms. Hernandez, Ms. Ramirez, Ms. Salazar-Bolda,	Identify Critical Areas of Need
02/26/2020	Ms. Zayas, Ms. Ibarra, Ms. Ramirez, Ms. Presslak	Root Cause Analysis
03/09/2020	Ms. Diaz, Ms. Zayas, Ms. Ibarra, Ms. Molina, Ms. Reese, Ms. Seidel	Root Cause Analysis
03/18/2020	Ms. Diaz, Ms. Zayas, Ms. Ibarra	Root Cause Analysis
04/23/2020	Ms. Diaz, Ms. Zayas, Ms. Ibarra, Dr. Murray	Theory of Action and Strategies
05/06/2020	Ms. Zayas, Ms. Ibarra, Dr. Murray, Ms. Molina, Ms. Seidel, Ms. Presslak, Ms. Ramirez	Action Steps
05/21/2020	Ms. Diaz, Ms. Zayas, Ms. Ibarra	Parent Component

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
 - 4 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)
 - 4 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:** Our school's ILT consists of educators representing the various critical areas including bilingual education, LBS1 Teachers, primary, intermediate and upper grade cycles, counselor, coaches and administration staff. ILT members take an active role in the meetings that are conducted twice a month. ILT agendas typically focus on immediate concerns or progress regarding school-wide objectives tied to data analysis, Theory of Action, teacher professional development, curriculum and resources, and grade level meeting plans. The ILT team analyzes various data from BAS, NWEA, ACCESS, Attendance, On-Track data and IAR in order to plan for the next steps of instruction. Staff is informed of ILT meeting data and/or next steps through grade level meetings. ILT members report on the different curriculum supports around common core. Attendance data analysis has led to school-wide attendance incentives to encourage all students to come to school everyday. These incentives take into account student age groups and interests. "We envision a safe, positive learning environment where students, staff, parents, and community members are striving toward academic and social excellence." All stakeholders take responsibility for student safety before, during, and after school. Staff members are assigned to various locations throughout the building and outside the building ensuring safe passage for students. The school has a parent mentor program in place that supports instruction under guidance from the classroom teachers (Parent mentors work with classrooms in grades K-2). School-wide data is shared with all stakeholders including teachers, parents, students, and community. Opportunities are built into the school day to allow for this interaction such as monthly Health, Coffee with the Principal, BAC, NCLB and LSC meetings. The Principal, AP's, Instructional Coach, ELPT and teachers provide PD to parents. The principal also provided the State of the School address to the community and parents. Additionally, teachers review data during grade level meetings and make instructional decisions based on the information. Teachers and students establish individual learning goals and provide parents with these goals at least 3 times a year. Educators meet in formal and inform settings to plan for standards-based instruction, share instructional practices, and review student work. Looking at student data and levels of questioning, grade level teams participate in reflective practice to enhance student learning and guide instruction based on areas of need. Teachers engage parents after school not only in parent/teacher conferences but also in the MTSS process. Our partnership with ENLACE Chicago provides after school programming for students and parents such as computer instruction, ESL classes, nutrition classes, sewing, knitting, aerobics, Zumba, as well as parent mentors that volunteer to provide assistance to teachers in the primary grade levels.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

- 3 Design professional learning (PL) to achieve school-wide improvement goals
- 3 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 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:** Prior to the beginning of the school year, our professional development (PD) targets areas of literacy, language acquisition, co-teaching, curriculum mapping, math instruction, WIDA, CCSS, and Restorative Practices. Selected teachers participate in network/district- mandated PD in reading, math, and science. Teacher leaders implement new learning and provide PD to the staff based on the network/district initiatives focused on literacy, social science, math, and science. Furthermore, PD is provided during weekly grade-level meetings and is based on curriculum needs. The Network SEA and DR are providing PD to the LBS1 teachers around various topics such as progress monitoring, IEP development and goal writing. Our technology coordinator provides training on CAI systems and computer software. Funds are allocated to purchase professional readings that engage educators in focused discussions around professional practice. Teacher teams (including instructional specialists) collaborate on a regular basis in both formal and informal settings to plan for instruction and share strategies. New teachers have the opportunity to conduct peer observations prior to starting in their classroom. The literacy coach meets with new teachers as well as teachers requesting support throughout the year for instructional planning and coaching sessions. Using the CPS Framework for Teaching, teachers address all 4 domains of quality teaching to plan for and deliver instruction, establish an environment for learning, and reflect upon the effectiveness of their practice. The school-day schedule has been designed around student needs and teacher planning time. Schedules are created with diverse learners and English language Learners as a priority. Grade level meeting times have been scheduled into the weekly staff schedules. The staff has been strategically assigned to classrooms with specific content areas and student language support, such as science, math, ELA, general education and English language learners. Middle school students have individualized schedules to support their academic and linguistic needs. These schedules include 120 minutes of ELA/SS daily, 60 minutes of math daily, 60 minutes of science daily, and 60 minutes of intervention/acceleration daily. This intervention/acceleration period rotates to ensure that students are receiving support or enrichment based on individualized student needs (academic and/or social emotional). This takes place during school hours and after school. The after school program has 4 cycles in which various data points are analyzed to create student groups. Supplemental funds are used to reduce class size, purchase academic instructional resources such as guided reading materials in both English and Spanish. Prior to the start of the school year, we order 10% more than the projected number of students to ensure all students have access to instructional materials. The school provides 4 days of reading and math interventions and acceleration. There are 3 cycles where students are invited to participate based on data and student needs. Eli Whitney School has a high retention rate of faculty and staff. As part of our interview process, we have an interview team that

includes members of the ILT and, when possible, members of the grade level or content area team. Questions asked of candidates include instructional practices, differentiated support for diverse learners and English learners, classroom management, collaboration with team members, professional knowledge, and case scenarios. We follow the CPS protocol for posting vacant positions as well as the interview process for all candidates that apply. Taking into account that more than half of our student population consists of English Learners (ELs), we look to hire individuals with ESL and/or bilingual credentials. All teachers hired are highly qualified for the positions (i.e. all middle school teachers hold valid endorsements in the content areas they teach; all ELs are taught by teachers who are ESL and/or bilingually endorsed). Teachers have open communication with all related service providers to discuss possible instructional or social strategies/interventions to use within the classroom as well as to collaborate within the referral process. In addition, support is available to teachers through the behavior health team to address students with more intense social emotional or behavior concerns.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Students are engaged in a curriculum that is grounded in the Common Core State Standards (CCSS). The school uses the Pearson reading series as a resource to support instruction for ELs and non-ELs. Teachers meet for grade and content level meetings quarterly and three times a month to reevaluate the curriculum so that the content is current and aligned to the standards. In addition, teachers utilize the CPS Content Frameworks to support their planning in all content areas. During these meetings, teachers also identify the assessments, analyze student work and assessments, texts for their grade level and plan next steps for instruction. Teachers use common core planning time to address the needs of all students including EL, special education, MTSS Tiers 2 and 3 and general education students. This ensures that all students have access to rigorous materials and instruction. Teachers create text dependent questions for close reading based on grade appropriate texts so the standards can come alive during instruction. The school has recently purchased a new social science curriculum. Teachers received training at the start of the school year from HM. In science grades K-5 students work in conjunction with the Field Museum Mighty Acorns Program, grades 6-8 work with the Field Museum Earth Force Program. As a school, we focus on building social emotional learning. We are moving toward a unified social emotional curriculum using Second Step for all grades and Restorative Practices strategies. In primary classrooms we implement the PATHS Curriculum. In the intermediate grades we utilize the class wide positive behavior support through Second Step. At the middle school level students embrace the

¿7 Habits of Highly Effective Teens.¿ Teachers create curriculum using multiple sources such as Scholastic magazine for all content areas, News ELA, Readworks, Safari Montage, Brainpop, Reading A to Z, Compass Learning, Common Core Exemplar Texts and IXL. Additionally, each grade level has a shared folder in Google Drive allowing all teachers, including Special Education teachers and resource teachers, access to the planned instruction to increase coherence among all students in that grade level. We have also increased our leveled text readers in both English and Spanish with the Hopscotch kits as well as dual language and common core libraries to support literacy instruction. All classrooms have access to technology in order to support the use of the computer programs.

- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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:** Teachers utilize the lesson plan template created by the school that outlines the CCSS, WIDA Standards, assessments, and daily objectives. Teachers collaborate on a regular basis to reflect on their instruction, provide feedback to one another, and make changes based on the recommendations of their peers and the coaches(Bilingual and Literacy) and student data/needs. Teachers reflect, plan and implement authentic units and assessments aligned to CPS Scope and Sequences. Teachers incorporate Close reading strategies into their lessons and ask students to read for a purpose by responding to an essential question and providing textual evidence. All staff members have access to the Lesson Plan folders in the Google Drive so that all learners, including diverse learners, have access to the grade level content. Teachers have made modifications to lesson plans based on the individual needs of students. Both authentic assessments as well as district mandated assessments are carefully evaluated in advance and steps are taken in order to scaffold instruction for students to create a pathway for success. We analyze our NWEA data and grade level data such as attendance, grades and behavior in-depth to plan more rigorous instruction for all students. 8th grade algebra is offered to students based on teacher recommendation, math proficiency levels as evidenced by grades and NWEA scores. Primary grades progress monitor students as outlined by the CPS policy with BAS and/or progress monitoring. LBSI teachers have received training on the Wilson Reading Program to address the needs of diverse learners. Flexible guided reading groups are created based on the student data. All grade levels have access to the Fountas and Pinnel guided reading system (in Spanish or English), in order to provide targeted and strategic instruction based on student need.
- 2 - Balanced Assessment and Grading

- 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 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
- 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 3 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
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** All students have ongoing assessments throughout the year with accommodations and/or modifications as specified by their IEP or 504 plans. All students in grades 3-8 with qualifying ACCESS scores take part in NWEA MOY and EOY. All students in grades 3-8 participate in Middle of the year assessment for NWEA to provide information on student RIT bands to support instruction. Additionally, all students in grades K-2 are assessed with the BAS three times a year to identify students' instructional and independent reading abilities. Students are progress monitored based on data throughout the year, as needed. We have data walls available in the teacher's conference room. Teachers also have data walls for their classroom available in their classroom. Flexible groupings are created based on teacher data and assessment data. In addition to summative assessments the teachers use a menu of assessments through the Pearson curriculum Reading program. Diverse Learners participate in all assessments unless otherwise indicated on their IEP. Grade level teams utilize the same grading scale for all assignments and assessments. Teachers utilize a shared rubric for assessments and have a predetermined grading scale when inputting rubric score. During grade level meetings teachers and administrators analyze On-Track data. Supports for students receiving D's or F's are discussed and planned. Special attention is paid to ELs and DLs. Parents and students have access to grade book to monitor student grades. Parents and students receive the grading scale in the Student Handbook at the beginning of the school year and it is addressed with the community at the Title I Meeting at the beginning of the year. In addition, ASPEN is used to establish a holistic picture of student learning including attendance, grades, and benchmark assessment data to inform instruction for each student. Parents and students also have access to the Grading Portal.
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 'C' or chronic absenteeism (REQUIRED: MTSS)

- 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 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)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 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)
- 2 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)
- 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)
- 2 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)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 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)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Our school administers diagnostic tools: CPS MTSS tracking system, BAS, F&P Benchmark Assessment Systems, and NWEA. Data from these tools are used to create and adjust intervention and acceleration learning groups. The school has established an MTSS committee which meets bimonthly. The committee has established a Menu of Interventions, resource guides and parent component forms to best support teachers addressing individual student needs. In the classroom teachers implement guided reading strategies and CAI systems to target intervention and support. After school programs are created based on student data. Enrollment in after school programs are adjusted after each benchmark assessment to ensure that all students are supported as needed. All students at Tier 2 and Tier 3 are provided with additional support through small group instruction during the intervention block, parent one on one tutoring, parent meetings and individualized additional resources to reinforce foundational skills and/or encourage attendance. Each classroom teacher keeps a folder of MTSS documents for Tier 3 students and it includes progress monitoring data. Meetings are scheduled with Tier 3 students? parents and the MTSS team. The meetings are to begin communications about the needs of the students and parental support. Classroom teacher attend these meetings and provide data and extra resources for the parents. There are follow-up meetings scheduled every 6 weeks to discuss student progress and next steps. The MTSS team documents students progress and keeps record of all communications between parents, the teacher and/or the MTSS team.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Teachers have received PD on Student Voice, the development of this student committee will be implemented in the coming school year. Middle school students attend an in-school high school fair as well as the City-Wide high school fair. Our students participate in the Saturday CHS&E Science and Engineering Program. Time is allocated for middle school students to engage in college and

career exploration activities using Naviance. Algebra is offered to eligible 8th grade students with an opportunity to gain high school credit with successful passing of the exit exam. Our school also offers after school athletic opportunities such as soccer and running club to gain knowledge on healthy habits. In order to prepare students into the transition of high school, all middle school students are given an individual schedule based on their academic and/or language needs. Students in 6-8th grades are encouraged to regularly self monitor their academic progress through the use of CPS student portal. In primary grades, the idea of college is integrated into the community unit. Our school-wide expectation is for students to attend college. We host a yearly Career Day, where outside speakers are invited to discuss their career with students. Guest speakers are invited to motivate students to overcome obstacles and to pursue a college education.

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:** Based on the Reflect and Learn Dashboard data under 2a "Creating an Environment of Respect and Rapport," 99% of our teachers scored "Proficient" and "Distinguished" in this domain. The My Voice, My School Survey indicates that parent teacher trust has improved by 36 points from 48% to 84% from 2018 to 2019. 93% of students report that they feel safe and comfortable with teachers at their school. In addition, 94% of students report that their teachers treat them with respect. Trust and respect among teachers was ranked at 84% agree or strongly agree. As far as teacher-principal trust and respect, it improved by 26 points, from 31% in 2018 to 57% in 2019. 89% of teachers agree and strongly agree that they feel respected by the principal. All teachers also have at least 3 common preparation periods during the week in which they plan and collaborate for instruction beyond the required Principal-directed time. In primary grades, all teachers implement the PATHS curriculum for respect, trust and other social emotional learning. Intermediate and Upper grades utilize CHAMPS for a common understanding of expectations of all adults and students. Student-student interactions and teacher-student interactions are very caring and respectful as evidenced by the few SCC infractions entered into the Verify system. The school is seeking to create a positive school community. Restorative conversations take place in response to student misbehavior. Clear expectations, fair consequences and restorative conversations will build healthy relationships between student to student and student to teacher.
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community

- 2 Take informed action where they work together to propose and advocate for solutions
- 2 Experience a schoolwide civics culture
- **Evidence:** Students are encouraged to share their voice through self developed classroom expectations using the PAWS matrix. This year, teachers have received training on the implementation of a Student Voice Committee. Next school year, this committee will lead school improvement initiatives and community outreach programs (i.e. food drive), and school-related activities (Day of the Child contributions). Through our partnership with the Field Museum, 6-8th grade participate in a culminating activity of their choice in which they find a solution to an environmental problem. All students in 7th and 8th grade participate in the High School Fair. The counselor also ensures that all students are aware of the high school application process and the requirements of the application process for different types of schools. The counselor also schedules high school visitations and field trips to increase awareness of different programs available to our students. Students are encouraged to share their voice on current events and topics by engaging in text from Scholastic Current Event Magazines at all grade levels and content areas. Primary classrooms take on classroom jobs to community responsibilities. This school year, the alderman participated in a parent meeting to discuss topics our community faces.
- 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:** Our school utilizes CHAMPS in order to have school-wide norms and expectations for behavior. We follow the CPS Student Code of Conduct if any behavior warrants a referral to administration. Most teachers take the responsibility of conduct of all students in the building as their own. Additionally, most classrooms have established jobs for students to contribute to the management and minimize the loss of instructional time with 90% of teachers rating Proficient or Distinguished with classroom procedures on the REACH evaluation. The school has assigned supervision staff before and after school with designated entry and exit doors for all students. Assigned entry and exit procedures are in place for inclement weather with staff assigned to indoor duty posts. Fire drills and safety drills are conducted regularly and entered in FIMS. During fire drills teachers display safety cards to signal status of support. Security guards conduct perimeter checks twice a day in both buildings.
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- **Evidence:** Our school uses the CHAMPS behavioral expectations program in all grade levels. The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. In terms of discipline referrals, the CPS School Code of Conduct is followed however, there are practices in place to avoid out of school suspensions. These practices include stress management classes and Second Step violence prevention lessons taught by the counselor, restorative conversations, grade levels creating a behavior management and reward system, as well as school wide incentives for positive behaviors. The school is also partnering with Pilsen Wellness Center for a presenter to provide weekly lessons that focus on developing social skills, making positive decisions and forging healthy relationships. Social, emotional and behavioral support for Tier 3 students are addressed through the MTSS process and the counselor or the nurse will meet with parents, teachers and students to put a plan in place for next steps. For all SCC infractions, restorative conversations with the counselor, students and parents take place for students to reflect on behavior and identify strategies to implement in similar or future situations. In some cases, students meet in groups if necessary. Over the last year we started a partnership with the New life Mentoring program. Students in need of SEL support participate in the New life program. Classes are held once a week during the student's intervention block. We also have a partnership with ENLACE and refer cases on an as needed basis for different groups available to both students and students' families.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 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:** Our school PAC and NCLB Committees hold meetings once a month to actively engage parents in academic and social/emotional life at our school. The school provided a bilingual workshop that focused on how parents could best support diverse learners and navigate through the IEP/504 process. When available, the school notifies families of parent resources and conferences that provide information that is relevant to all learners. Last year the school brought professional development through Tuesday's Child. Parents were able to learn strategies to address their children's behavior at home. Outreach efforts include automated phone calls, fliers, our school website, and a monthly calendar and newsletter. All communication is done in both English and Spanish. Parents have access to teachers via e-mail as well as by setting up appointments in the main office. Parents are encouraged to participate as volunteers in classrooms, field trips, and as Parent Mentors in PreK-2 classrooms through our active partnership

with ENLACE Chicago. The school hosts a community Health Fair through its partnership with ENLACE. During monthly LSC meetings, parents have an opportunity to voice concerns, questions, and provide input during Open Participation. The principal invites the altherman to speak with parents and address the needs of the community. The school has an open-door policy to address parents at any time. In addition to being able to meet with teachers as needed, parents can also meet and schedule appointments with the Principal, Assistant Principal, Literacy Coach, Counselor, and English Language Program Teacher. We also encourage all parents to complete the My Voice, My School Survey and provide assistance in the computer labs for them to do so. School agendas, fliers, sign-in sheets, and all handouts given at each meeting are available in the BAC, PAC, and LSC binders. Parents complete surveys at the end of informational meetings and workshops in order that we may be responsive to their needs when planning for future parent workshops. All workshops are offered in both English and Spanish with interpreters available at all meetings. Parents in the BAC and PAC committees work together to create events at meetings that reflect cultural traditions and foods in addition to the informational sessions around standards, curriculum, assessments, and social/emotional needs of students and families. Per parents suggestion, The school will work on expanding community resources- We will reach out to various community organizations such as Universidad Popular, New Life mentoring program, Toman Library, C.P.D (10th District), C.A.P.S (for school, students, parents meetings and activities). Parents suggest that the school should establish a year round (Sept-June) volunteer safety patrol program in the a.m. & p.m. Administration will contact CPD to ensure training for parents takes place prior to program implementation. In addition, parents suggest that the PAC monthly presenters/guest speakers provide information on the following topics; Health, Social, Emotional, physical and academic topics to support parents families and students.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
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: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
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
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Family & Community Engagement	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	MTSS
Root Cause 1	Lack of consistency with the use of tools (intervention/enrichment) at each tier per grade level
Area of Critical Need 1	Student Voice Civic Life
Root Cause 2	Teachers need additional professional development on restorative practices, lack of consistency of social emotional curriculum implementation
Area of Critical Need 3	Instruction
Root Cause 3	Identified lack of planning time for vertical instructional planning

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
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>According to 2018-2019 SQRP Whitney's attainment level was at 56% for grades 3-8 According to 2019-20 SQRP Whitney's attainment level was at 57% for grades 3-8</p>	Overall		62.00	67.00
	Students with IEPs		6.00	11.00
<p>SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)</p> <p>According to 2018-2019 SQRP Whitney's growth was 62.3 % for all students In 2019-20 Whitney's growth was 60.5% for all students on the SQRP</p>	Overall		65.50	70.50
	Students with IEPs		53.10	58.10
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>According to 2018-2019 SQRP Whitney's attainment in Math was 65%</p>	Overall		65.00	70.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>According to 2018-2019 SQRP Whitney's growth in Math was 69% for all students.</p>	Overall			
<p>Vision: Attendance Rate</p> <p>2018-2019 E. Whitney's attendance rate was 94.5% for all students on the SQRP 2019-20 E. Whitney's attendance rate was 95.3% for all students on the SQRP</p>	Overall		96.00	97.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Effective Leaders and Supportive Environment is neutral, specifically Safety at 42% and Teacher Influence at 42%.				47.00	52.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	implement Multi-Tiered Systems of Support (MTSS) and teachers analyze student data and provide targeted, research-based interventions
Then we see...	tiered, small group and individualized instruction/supports as well as implementation of interventions and progress monitoring with fidelity
which leads to...	meeting students' academic goals in reading, math and social emotional goals as measured by an increase in the number of students in Tier 1 and school and district-wide assessments.
Budget Description	Professional Development Consultants/vendors Conferences and associated expenses
Tags	Structure for Continuous Improvement, Curriculum, Instruction, Balanced Assessment and Grading, MTSS, Supportive and Equitable Approaches to Discipline, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment, CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, CIDL: Curriculum, CIDL: Digital Learning, Equity: Resource Equity, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation,

	<p>MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, ODLSS: Behavior Support, OECE: P-2 Balanced Literacy, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) The MTSS team will receive professional development around the problem solving process (PSP). Additionally, the PSP will be used to analyze root causes, identify research-based interventions, set appropriate goals and evaluate student progress.</p> <p>Tags:MTSS: Problem Solving Process</p> <p>• (Not started) The MTSS Team will establish the criteria for how students are assigned to Tiers 2 and 3. Teachers will revisit the criteria for how students are assigned to Tiers 2 and/or 3 interventions and supports.</p> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <p>• (Not started) The tiered menu of interventions will be updated for both academic and social emotional behavior support.</p> <p>Tags:MTSS: Shared Leadership</p> <p>• (Not started) Progress monitoring tools will be utilized to inform instruction and supports for remediation or acceleration.</p> <p>Tags:MTSS: Progress Monitoring</p> <p>• (Not started) The Intervention block will be structured by grade level to target student needs with academic enrichment and research-based, social-emotional interventions.</p> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership, ODLSS: Assistive Technology, OSCP: Learn.Plan.Succeed., OSEL: SEL Instruction, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <p>• (Not started) Additional tiered supports for students (during school and after school hours) as well as for students requiring accelerated interventions.</p> <p>Tags:Assessment: Monitoring Student Learning to Support Growth, CBE: Acceleration, CBE: Adaptive Pacing, CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <p>• (Not started) The MTSS Team will evaluate student progress and interventions during MTSS grade-level meetings.</p>

	<p>Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Parents will be involved n the MTSS process and will be supported with understanding student data. Parents will receive specific interventions to support their children at home. Parents will also complete an intervention log in order to communicate the implementation of home-based interventions and student progress. <p>Tags:Instruction, Relational Trust, MTSS: Family and Community Engagement, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) A one-page document will be created detailing the guidelines, tiering criteria and expectations of the MTSS process. <p>Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, SSCE: Inclusive Systems Structures</p> <ul style="list-style-type: none"> (Not started) The intervention block will be utilized weekly to provide Tier 1 social emotional curriculum, such as Second Step and bullying prevention curriculum in grades K-8, utilizing common language and expectations across grade levels. <p>Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) The intervention block will be utilized daily to privde specific tiered academic intervention and enrichment across grade levels. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> (Not started) The school Behavior Health Team (BHT) will meet at least monthly and provide Tier 2 and Tier 3 social emotional support to students utilizing the PSP and research-based interventions as a result of a specific teacher-intiated referral process. <p>Tags:OSCPA: Social/Emotional Support, OSEL: Tier 2 and 3 Interventions, OSSE: Community Schools</p>
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Strategy 2

If we do...	If we provide teachers with professional learning around student voice and restorative practices
Then we see...	an increase in student voice, advocacy and responsibility within and outside of the school community

which leads to...	empowered students, an increase in student safety and responsibility as well as a positive student-centered learning environment.
Budget Description	Substitute teacher (PD, programming, etc.) Ext. Day - Buckets
Tags	Relational Trust, Student Voice, Engagement, and Civic Life, Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline, OSEL: Supportive School Environment, OSSE: Attendance & Truancy, OSSE: Community Schools, Safety & Security, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Student Voice, SSCE: Student Leadership, SSCE: Inclusive Systems Structures
Action steps	<ul style="list-style-type: none"> <p>• (Not started) Middle school teachers will attend professional learning around student voice. Trained teachers will bring back the learning to colleagues.</p> <p>Tags:Student Voice, Engagement, and Civic Life</p> <p>• (Not started) Teachers will receive professional development on restorative practices/discipline/talking circles to engage in discussion on current and controversial issues.</p> <p>Tags:Relational Trust, Student Voice, Engagement, and Civic Life, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSSE: Juvenile Justice, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Student Voice</p> <p>• (Not started) Professional development will be provided to teachers around Peace Circles.</p> <p>Tags:Leadership for Continuous Improvement, Relational Trust, Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Student Voice</p> <p>• (Not started) Students will engage in a career day that will include presentations from community professionals, opportunities for questions and answers from students in order to promote student exploration of future professional options.</p> <p>Tags:Student Voice, Engagement, and Civic Life, ECCE: Career and Technical Education, OSCPA: College and Career Readiness, SSCE: Community Engagement</p> <p>• (Not started) Civic leaders and community representatives will be invited throughout the school year to address civic responsibilities and duties.</p> <p>Tags:Relational Trust, OSEL: Supportive and Equitable Discipline Practices, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Inclusive decision-making, SSCE: Student Leadership</p> <p>• (Not started) Students will be engaged in the elements of the voting as a civic duty, including the election process.</p>

	<p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> (Not started) Middle school students will be selected to participate in a student leadership committee which will be involved in school and community decision-making process that impacts the school environment. <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> (Not started) Establish school wide norms and behavioral expectations to foster respectful and supportive student to student interactions. <p>Tags:Student Voice, Engagement, and Civic Life</p>
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Strategy 3

If we do...	provide teachers with professional development around high-quality rigorous instruction, opportunities for collaboration, and lesson planning
Then we see...	a common understanding and language across grade levels, an alignment between objectives and Common Core State Standards and high-quality rigorous instruction
which leads to...	an increase in student growth and attainment in formative and summative assessments for all students, including diverse learners and English learners in the areas of reading and math.
Budget Description	Professional Development Consultants/vendors Conferences and associated expenses
Tags	Leadership for Continuous Improvement, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, ONS: Continuous Improvement, Science: Rigorous Tasks, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> (Not started) Professional development around alignment of tasks and common-core standards (CCS) to increase rigor. <p>Tags:Instruction</p> <ul style="list-style-type: none"> (Not started) Cycles of Learning will be developed based on school-wide data indicating areas of needs. Cycles of Learning may include but will not be limited to instructional rigor, co-teach practices and differentiated instruction for diverse learners and English learners. <p>Tags:Leadership for Continuous Improvement, Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Instructional Quality, ODLSS: Service Delivery, OLCE, Personalized Learning: Tailored Learning/Differentiation</p>

	<ul style="list-style-type: none"> • (Not started) During grade level meetings, teacher teams will analyze student work as it aligns to the CCSS. <p>Tags:Instruction, ONS: Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Teachers will participate in peer observations in order to share best instructional practices; implementation of new learning should be evident. Feedback will be provided to teachers. <p>Tags:Leadership for Continuous Improvement, Instruction</p> <ul style="list-style-type: none"> • (Not started) The ILT and grade-level teachers will engage in professional readings linked to cycle work and implement new learning in their classrooms. <p>Tags:Structure for Continuous Improvement, Instruction, MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) LBS1 teachers will incorporate the Wilson Reading program. <p>Tags:Instruction, ODLSS: Instructional Quality, ODLSS: Service Delivery</p> <ul style="list-style-type: none"> • (Not started) Co-teaching teams will be provided with on-going instructional coaching to address the needs of all student by using a variety of co-teaching models and strategies <p>Tags:Instruction, ODLSS: District Representatives, ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> • (Not started) LBS1 inclusion teachers will receive professional development on modifications and accommodations for students participating in the general education classroom. <p>Tags:MTSS: Curriculum & Instruction, ODLSS: District Representatives, ODLSS: Instructional Quality</p>
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Action Plan

Strategy 1

The MTSS team will receive professional development around the problem solving process (PSP). Additionally, the PSP will be used to analyze root causes, identify research-based interventions, set appropriate goals and evaluate student progress.

Aug 24, 2020 to Aug 24, 2020 - Administration, MTSS Team

The MTSS Team will establish the criteria for how students are assigned to Tiers 2 and 3. Teachers will revisit the criteria for how students are assigned to Tiers 2 and/or 3 interventions and supports.

Oct 01, 2020 to Jun 22, 2021 - Admin, MTSS Team, Teachers

The tiered menu of interventions will be updated for both academic and social emotional behavior support.

Sep 18, 2020 to Nov 07, 2020 - The MTSS Team, ILT, Grade-level teachers

Progress monitoring tools will be utilized to inform instruction and supports for remediation or acceleration.

Sep 18, 2020 to Jun 18, 2021 - MTSS Team, Grade Level Teachers

The Intervention block will be structured by grade level to target student needs with academic enrichment and research-based, social-emotional interventions.

Sep 18, 2020 to Jun 18, 2021 - Administration, Teachers

Additional tiered supports for students (during school and after school hours) as well as for students requiring accelerated interventions.

Sep 18, 2020 to Jun 18, 2021 - Admin. Team, Literacy Coach, K-8 Teachers

The MTSS Team will evaluate student progress and interventions during MTSS grade-level meetings.

Oct 01, 2020 to Jun 18, 2021 - MTSS Lead, MTSS Team

Parents will be involved in the MTSS process and will be supported with understanding student data. Parents will receive specific interventions to support their children at home. Parents will also complete an intervention log in order to communicate the implementation of home-based interventions and student progress.

Sep 18, 2020 to Jun 18, 2021 - Admin., MTSS Member/s Classroom Teachers, Parents

A one-page document will be created detailing the guidelines, tiering criteria and expectations of the MTSS process.

Sep 18, 2020 to Nov 06, 2020 - MTSS Team

The intervention block will be utilized weekly to provide Tier 1 social emotional curriculum, such as Second Step and bullying prevention curriculum in grades K-8, utilizing common language and expectations across grade levels.

Sep 08, 2020 to Sep 08, 2020 - Admin Team, School Counselor, K-8 Teachers

The intervention block will be utilized daily to provide specific tiered academic intervention and enrichment across grade levels.

Sep 08, 2020 to Sep 08, 2020 - Admin Team, School Counselor, K-8 Teachers

The school Behavior Health Team (BHT) will meet at least monthly and provide Tier 2 and Tier 3 social emotional support to students utilizing the PSP and research-based interventions as a result of a specific teacher-initiated referral process.

Sep 08, 2020 to Jun 29, 2022 - Admin, School Counselor, Case Manager, BHT Team, K-8 Teachers

Strategy 2

Middle school teachers will attend professional learning around student voice. Trained teachers will bring back the learning to colleagues.

Sep 18, 2020 to May 28, 2021 - Admin. Team, Teachers

Teachers will receive professional development on restorative practices/discipline/talking circles to engage in discussion on current and controversial issues.

Sep 18, 2020 to May 28, 2021 - K-8th grade teachers

Professional development will be provided to teachers around Peace Circles.

Oct 01, 2020 to May 28, 2021 - Pre-K-8 Teachers and School Counselor

Students will engage in a career day that will include presentations from community professionals, opportunities for questions and answers from students in order to promote student exploration of future professional options.

Dec 01, 2020 to May 28, 2021 - Middle School Teachers and School Counselors

Civic leaders and community representatives will be invited throughout the school year to address civic responsibilities and duties.

Aug 24, 2020 to Aug 21, 2021 - All teachers

Students will be engaged in the elements of the voting as a civic duty, including the election process.

Nov 02, 2020 to Jun 30, 2021 - Teachers grades K-8

Middle school students will be selected to participate in a student leadership committee which will be involved in school and community decision-making process that impacts the school environment.

Oct 19, 2020 to Jun 20, 2022 - Admin., Middle School Teachers

Establish school wide norms and behavioral expectations to foster respectful and supportive student to student interactions.

Sep 07, 2020 to Dec 31, 2020 - Admin., Teachers

Strategy 3

Professional development around alignment of tasks and common-core standards (CCS) to increase rigor.

Aug 25, 2020 to Jun 18, 2021 - Literacy Coach, Network ISL, BER

Cycles of Learning will be developed based on school-wide data indicating areas of needs. Cycles of Learning may include but will not be limited to instructional rigor, co-teach practices and differentiated instruction for diverse learners and English learners.

Oct 23, 2020 to Jun 03, 2022 - Administration and Instructional Coach

During grade level meetings, teacher teams will analyze student work as it aligns to the CCSS.

Sep 18, 2020 to Jun 17, 2022 - Literacy Coach, Teachers

Teachers will participate in peer observations in order to share best instructional practices; implementation of new learning should be evident. Feedback will be provided to teachers.

Oct 30, 2020 to May 13, 2022 - Literacy Coach, Teachers

The ILT and grade-level teachers will engage in professional readings linked to cycle work and implement new learning in their classrooms.

May 30, 2022 to May 31, 2022 - Literacy Coach, Teachers

LBS1 teachers will incorporate the Wilson Reading program.

Sep 07, 2020 to Jun 23, 2022 - LBS1 teachers

Co-teaching teams will be provided with on-going instructional coaching to address the needs of all student by using a variety of co-teaching models and strategies

Sep 07, 2020 to Jun 29, 2022 - Admin, Case Manager, Co teaching teams

LBS1 inclusion teachers will receive professional development on modifications and accommodations for students participating in the general education classroom.

Sep 07, 2020 to Jun 23, 2021 - Admin, Case Manager, LBS1

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.

Eli Whitney utilizes a variety of data points in order to conduct a comprehensive assessment of the entire school based on student achievement aligned to the CCSS and expectations for achievement. Data points include NWEA, IAR, ACCESS and the MTSS tracker which includes the identification of students at Tiers 1, 2 and 3. In addition, the administration and teacher teams (including the ILT) review student on-track and off-track data to determine student progress and achievement and therefore, areas of growth for the school.

In the development of the CIWP, the CIWP Committee reviewed reports such as My School My Voice, NWEA, SQRP, the 5 Essentials Survey and data from school-wide network and internal learning walks. Based on the data analysis/review, the team completed SEF and utilized the data to identify school priorities and targeted strategies.

Data is reviewed on a on-going basis throughout the school year in order to make adjustments and it is shared with parents during various parent meetings, including PAC and BAC.

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

Eli Whitney provides students with various opportunities to meet proficient and advanced levels of academic achievement. Students in grades 3-8 receive an intervention block in which specific supports and advanced learning strategies are provided according to their current levels of performance. Students also engage in various CAI programs that enhance their learning. After-school programming is also offered to students that target academic proficiency in reading and math as advanced academic opportunities for higher performing students.

In addition, the school offers an 8th-grade algebra class as determined by NWEA math scores and participation in 7th grade math/pre-algebra enrichment groups.

Eli Whitney partners with community programs that offer teacher training and science-related curriculum, such as the Field Museum. Through the Field Museum, students have opportunities to participate in field study centered around ecology and conservation. Students engage in field trips during the school day and after school. Students also have the opportunity to participate in a Scores Program that includes soccer with a writing and poetry component.

Whitney has an established MTSS Team which is committed to working with individual teachers and teacher-teams to address interventions for all students to meet proficient and advanced levels of academic achievement.

Strategies to enhance rigorous instruction with teachers also includes professional development and revisiting common core state standards and analysis of student work and assessment during grade-level meetings with the expectation that the learning will be implemented in the classrooms with students.

At Whitney, we recognize that building student confidence and social emotional well-being dramatically influences student academic performance and engagement. This school year, teachers received training on student voice and will establish a student voice committee that will be implemented with middle school

students. Further in addition to social work and counseling, Whitney has an established BHT to address the more intense social-emotional needs of specific students.

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.

Whitney school provides students with research-based instructional methods and strategies to strengthen the core academic program while increasing learning growth targets, and includes strategies that meet the needs of historically underserved populations.

In the area of English Language Arts, students participate in a culturally- relevant curriculum from Pearson, which is aligned to common core state standards and spiraling across grade levels. In grades K-5 students engage in Reading Street/Calle de la Lectura and in grades 6-8, implement MyPerspective in addition to grade level standards. In math, students participate in the Go Math curriculum. Teachers asked to engage students in sheltered instruction and guided reading strategies and/or small differentiated groups (in reading and math) in order to meet the needs of all students, including students in Tiers 2 and 3, English learners and diverse learners. Teachers will be provided additional training in guided reading strategies as well as gradual release.

In addition, teachers have blocked intervention time scheduled into the school day in which they are able to implement a variety of strategies such as the Fountas and Pinnell LLI Intervention program and CAI systems such as Hopscotch, Razkids, IXL, Pearson Realize, Khan Academy and Compass Learning. Furthermore, instructional specialists have been trained in the Wilson Reading Method and Orton Gillingham Approach. Kits and materials aligned to the Wilson Reading Method have been purchased for implementation.

All students in grades 6-8 complete individual learning plans using Naviance College and Career Enterprise Tool. Students create an academic goal for the current school year and use Naviance to review their progress throughout the school year. Students also begin to plan for high school and career exploration by completing an interest invention. Students research job opportunities, income, colleges and scholarships (Roadtrip Nation).

Eli Whitney provides opportunities for students to participate in academic and enrichment learning through the after school program; these programs enhance overall motivation, student progress and achievement. Programs include drama, art, reading and math classes as well as poetry and science enrichment.

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).

Eli Whitney provides a wide range of strategies to address the needs of all students in the school but particularly students at risk of not meeting academic achievement. As previously mentioned, designated hourly intervention time is built into the school schedule to address the needs of low-achieving students, particularly students in Tiers 2 and 3. The MTSS supports teachers in the problem-solving process and with identifying appropriate interventions to meet the individual needs of the students. Bilingual and co-teaching supports are provided to diverse learners in the general education classroom. On-going professional development is being provided to teachers on implementing co-teach models to differentiate the delivery of instruction and meet the needs of all students.

Moreover, instructional specialists implement individual education plans that address the specific needs of diverse learners and have been trained in the Wilson Reading Method and Orton Gillingham Approach. Kits and materials aligned to the Wilson Reading Method have been purchased for implementation.

Whitney has a full-time counselor and a social worker three times a week that provides direct services to students as well as small group interventions. The school social worker and classroom teachers receive training and support in the Second-Step Curriculum. This curriculum explicitly addresses student conflict resolution skills, getting along with others and appropriate ways of handling emotions. Grades K-5 receive lessons on bullying prevention and students in Tiers 2 and 3 receive support through small group Act and Adapt and SPARCS intervention provided by the school counselor and social worker.

In addition, Whitney School partners with Enlace Community Services and Newlife Centers of Chicagoland as well as the Behavior Health Team (BHT) that provide social and behavioral interventions to students with emotional challenges.

Students in grades 6-8 participate in the Naviance College and Career Enterprise Tool. Students create an academic goal for the current school year and use Naviance to review their progress throughout the school year. Students also begin to plan for high school and career exploration by completing an interest invention. Students research job opportunities, income, colleges and scholarships (Roadtrip Nation). Furthermore, the school counselor organizes field trips to high school and colleges for middle schools students.

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

Eli Whitney has applied for the teacher residency program for the upcoming school year. In addition we work in collaboration with National Louis University to place undergraduate students in their teacher preparation program with experienced teachers at our school. The principal attends district career fairs and works with the district teacher recruitment coordinator. During the interview process, grade level teachers and/or administrative team members such as the literacy coach and the bilingual coach are invited and specific questions related to the ability of the candidate to meet the needs of the school are asked. Furthermore, reference checks and review of letters of recommendation are carefully reviewed.

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.

Administration and teachers participate in on-going, high-quality research-based professional development throughout the school. Training also extends to paraprofessionals, teacher assistants and parents around strategies and interventions that support students in achievement around state standards. Eli Whitney has contracted on-going professional development with the Bureau of Education and Research and has provided teachers and paraprofessionals with professional development on differentiated instruction, inclusive practices, motivating the unmotivated student and restorative discipline. Teacher leaders attend professional development and share their learning on MTSS and specific instructional strategies.

The network social emotional learning specialist also provided professional development on restorative practices and a speaker from St. Elizabeth Hospital presented on supporting students who have experienced trauma. All staff members including school security were involved in these training sessions at the beginning of the school year.

Teachers attend grade-level meetings three times a month and receive additional training and opportunities for collaboration around student assessment, student work, bilingual instruction, co-teaching, differentiating instruction and MTSS. Furthermore, teachers attend professional development of interest and choice and bring back their learning during these grade level meetings.

The Instructional Leadership Team (ILT) meets bi-monthly to analyze student data and discuss implementation of best instructional practices as well as read and discuss articles around rigorous instruction. ILT members share their learning with colleagues during grade level meetings and principal-directed Teacher Institute Days and School Improvement Days. .

Special Education Paraprofessionals attend specific training around supporting diverse learners through instruction and behavioral intervention through the Office of Diverse Learners Supports and Services

(ODLSS).

The administration provides opportunities for parents to engage in learning around literacy instruction and behavior intervention through Coffee with Principal sessions, including behavior strategies and restorative discipline at home with Tuesday's Child Community Services.

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

Eli Whitney has an LSC that actively encourages parent and community participation and input. In addition, parents attend the monthly Bilingual Advisory Committee (BAC) and Parent Advisory Committee (PAC). The school principal also organizes monthly Coffee with the Principal meetings in which professional development, school-wide data and training around literacy strategies to support student learning at home are provided to parents. Furthermore, Parents are invited to all Open Houses at the beginning of the school year as well as report card pick-up. During these events community resources and advocacy groups are welcomed to share with our families. Parents are also invited to a variety of student assemblies and performances, including a school talent show. Communication about all of these events are provided through the school website, the monthly school calendar, flyers sent with students, posters on the school door, Robo-calls and messaging on the Eli Whitney Marquee.

The MTSS has a goal committed to involving parents in the data, intervention and progress of students in Tiers 1 and 3. Parent meetings are to be conducted regularly with the teacher and members of the team. The parents are provided with a signed contract and specific interventions and materials to work with their child at home. Parents are informed of the student's progress and movement through the tiers. This also applies to parents of students with IEPs. Parents are invited to all FIE and IEP Meetings and are involved with development of the IEP plans, 504s and student behavior plans.

The school has a partnership with community-based organizations such as Enlace. Enlace provides after school learning opportunities for parents. Parents are able to engage in classes such as English as a second language, computer, nutrition and Zumba classes.

Eli Whitney has also contracted with Tuesday's Child, which provides a variety of parent trainings on social emotional and behavior management strategies for working with their children at home.

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.

Early childhood teachers participate and collaborate in grade level meetings with teacher teams and the literacy coach. Teachers also have opportunities to collaborate with kindergarten and first grade teachers during Teacher Institute Days to discuss student expectations and preparation for transitions. In addition, they participate in school and district professional development and the Network Early Childhood specialist supports teachers and the implementation of Gold standards and early childhood curriculum. Early Childhood Teachers are available to parents during report card pick-up days and ongoing to discuss their student's progress and skills necessary for their transition to the elementary program. Currently, the MTSS Team is working on criteria aligned to early childhood assessments to identify and tier students, select interventions and progress monitoring tools to assess student achievement towards specific go

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.

The ILT and the PPC participate in collaboration with the principal in developing the school wide assessment plan. The staff votes on the assessment plan. Grade level teachers as well as LBS1 teachers collaborate on the development of formative and summative assessments aligned with CCSS. The MTSS Team collaborates with teachers to define measures to tier students, such as NWEA scores, BAS data and grades. The MTSS Team works with teachers to define research-based interventions and assessment tools to monitor student progress towards achievement.

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

Eli Whitney has an active MTSS Team that meets regularly to address and support the specific needs of all students, including students requiring accelerated interventions to further advance their learning. Teachers are provided on-going professional development on MTSS and the problem-solving process and receive support (teachers) in identifying appropriate interventions to address the learning needs of specific students.

This school year, through data analysis, the CIWP Committee has identified the need to continue to develop goals and strategies to further build on this work. Students are identified as tier one through three. The social emotional aspect of student needs are addressed in order to positively impact student achievement. As indicated in the CIWP, teachers select from a menu of interventions and identify appropriate supports and progress-monitor student achievement. The menu of interventions is specific to the tier level of the student.

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.

Coordination and integration of various services and programs, including nutrition programs, housing programs and vocational education is accomplished by establishing community partnerships within the school community. Some of these established partnerships include but are not limited to the UIC Chicago Partnership for Health promotion, which provides nutrition classes to students in grades K-3, Enlace Community Services, which provides after school programming for academics and enrichment as well a parent mentor program parent classes and student counseling, The Newlife Center provides behavior interventions for students involved in gangs and students at risk. We also have established partnerships with the Ronald McDonald Care Van and Ageless Vision. Moreover, the school counselor also partners with high schools and colleges and other community agencies to address vocational and career education. The school administration team develops a yearly calendar and communicates information about these partnerships and programs to Whitney teachers on an on-going basis through the ILT, school calendar (which is accessible to teachers, students and parents), the Eli Whitney Newsletter, grade level meetings and during principal-led Teacher Institute Day and School Improvement Days. The administrative team is accessible and meets regularly with program representatives to discuss the needs of the school and how support can best be provided to Whitney students. All programs together address the needs of the whole child, including intellectual, civic, social-emotional and physical health and lead to student success.

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.

Our school is receiving NCLB Title 1 funds for the 2020-21 school year. We currently have a Parent Advisory Council (PAC) that meets monthly to review the Title 1 budget and receive training. This will continue in 2020-21. The parents of NCLB students attend these meetings and receive training and offer input on the NCLB program at Eli Whitney Elementary School in terms of review and improvement. On September 24, 2020, we will conduct our annual Title I Meeting to inform and involve parents regarding Title I.

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 meeting will be held on Thursday, September 24, 2020. At this time, parents will be informed of the school's NCLB Title 1 program and offer input on what they would like in terms of program offerings, services and materials/supplies. Title 1 requirements will also be shared regarding parents' rights to be involved in the program. We will find out at this time how parents wish to be notified of future meetings and at what time is convenient for them. Also on this date we will have the PAC election for parent officers of the NCLB Title 1 parent involvement program. A calendar of future meeting dates will be developed at this time. Our Organizational meeting will be October 15, 2020. Parents will be notified of NCLB Title I meetings via automated phone calls and flyers at least 48 hours prior to each meeting date.

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

We have NCLB PAC (Parent advisory council meetings), BAC (Bilingual Advisory meetings), and LSC meetings on a monthly basis where parents are given ample opportunity to formulate suggestions and input regarding the education of their children. The school will immediately respond to any suggestions/requests made by parents. A calendar of BAC, NCLB, and LSC meeting dates will be established with the parents at the beginning of each 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 are provided with ACCESS, BAS, PARCC and NWEA assessment results as soon as these become available. Benchmark assessment results will be provided to parents 3 times a year via letter notification. Parents will be asked to sign and return a portion of the letter indicating that they've read and understand their child's level of performance and are clear as to what can be done at home to support student growth. Furthermore, most of this information is provided once again during Report Card Pick Up day. The school also sends parents notification of student scores in these subjects along with promotion status at the end of the school year.

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

Parents are provided with ACCESS, BAS, IAR and NWEA assessment results as soon as these become available. Benchmark assessment results will be provided to parents 3 times a year via letter notification. Parents will be asked to sign and return a portion of the letter indicating that they've read and understand their child's level of performance and are clear as to what can be done at home to support student growth. Furthermore, most of this information is provided once again during Report Card Pick Up day. The school also sends parents notification of student scores in these subjects along with promotion status at the end of the school year.

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.

In compliance with Title I Part A the administration conducts informational meetings with parents during the NCLB PAC meetings, BAC PAC meetings, Cafe Con El Director, and LSC meetings in order to inform parents about the content, standards and criteria requirements of Title I part A. Student Planners are used for regular communication between teachers and parents regarding student progress. The annual Title I parent meeting conducted in the fall will guide parents in understanding all of the state standards and assessments administered throughout the school year.

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.

Funds provided through the school's NCLB Title I budget allow for parents to attend conferences, seminars and workshops pertaining to literacy and technology. Funds are also allotted for consultants to provide presentations on topics that will help enhance the home/school connection. Parents are also provided with literacy training and information regarding our Theory of Action, Learning Cycle, CAI systems available to students at school and home (RazKids, IXL, Think Through Math, BrainPop, Compass Learning), and grade-specific meetings with teachers, literacy coach, and bilingual lead coach. Students and parents in grades Kindergarten through 3rd are given the opportunity to participate in the Young Engineers program that takes place at the Museum of Science and Industry on Saturdays during the spring, summer and fall of the current year. Through a continued partnership with ENLACE, parents are encouraged to become Parent Mentors in primary classrooms in order to support literacy development in both English and Spanish.

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 will partake in on-going professional development geared toward helping them develop effective communication with parents. The opportunity will also be available for staff to attend workshops and outside conferences focused on building positive rapport and communication with families. Our expectation is for all staff members to communicate the academic progress of students not only during time of progress reports and report card pick-up, but on a continuous basis with a focus on student achievement. Parents are encouraged to volunteer at the school at any time.

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.

As part of Ready to Learn, our Pre-K program provides One 2.5 hours of instruction on a daily basis; each of our 3 teachers, teaches 1 full class daily. Parents are encouraged to volunteer at our school upon completion of volunteer requirements established by the Chicago Public Schools. A parent orientation will be conducted for parents of incoming Pre-K and Kindergarten students explaining the curriculum and academic expectations for students as well as program placement in either our Transitional Bilingual Program or General Program of instruction.

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.

Our school population consists of predominantly Latino families. As such, all communications sent to parents are written in both English and Spanish. Meetings are conducted in both languages, as needed. A list of available language interpreters in the school is posted in both main offices (Annex and Main Building).

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

The curriculum provided to our students is based on Common Core State Standards (CCSS) and guided by our Mission Statement, "Eli Whitney Elementary school will challenge our students to reach their true potential academically, socially and emotionally through academic excellence in order to prepare them for higher education, not just to become better students, but better citizens as well. We are committed to promote high achievement through academic rigor and integration of technology across the curriculum." Through our vision of providing "a safe, positive learning environment" we strive to inculcate in our students self-motivation and a love for learning to succeed in a global, bilingual, and bicultural society.

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.

Our school provides parents with reports of student progress every 5 weeks. Parent-teacher conferences are held twice a year. In addition parents are welcome to access the parent portal and or scheduled parent teacher conferences as needed during the school year.

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

Progress reports from IMPACT are provided to parents every 5 weeks at each halfway point in the marking period. Formal report cards are distributed 4 times a year at the end of each learning quarter. Assessment results are provided as they become available to the school. Informal reports are also given to parents in the form of phone calls from teachers or administrators. Parents may request a meeting with teachers and administrators regarding their child's progress at any time with advance notification at a time that is convenient to all parties involved.

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

Eli Whitney staff is available for consultation with a prior scheduled appointment. All staff is available for consultation with parents during a regular preparation period. Furthermore parents can leave messages for teachers and/or email school staff to request a conference.

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 strongly encouraged to volunteer as long as they meet the criteria established by the Chicago Public Schools policy. Parent volunteer opportunities are available for field trips, parent patrol, special activities and more. In addition, parents are highly encouraged to serve as Parent Mentors through our partnership with ENLACE.

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

Each student is provided with an student planner where we have the rules, policies, uniform and discipline requirements. The planner is used as a tool for constant communication on a daily basis between teachers and parents. Events such as Family Literacy Night also provide parents an opportunity to participate in the educational process of their children. Teachers and school administration will make frequent contact (i.e. phone calls, letters, conferences) with parents in cases of chronic attendance issues or homework concerns.

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

Parents have opportunities to participate in the decision-making process during regular PAC, BAC, and LSC meetings. Furthermore, parent input is provided for the development of the School-Parent Compact. Parents participate in IEP meetings for students with special needs as well as in the RTI process for struggling students. We will carefully analyze the results of the My School, My Voice parent surveys to ensure that we are taking the parents input into account when making decisions at the school level.

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).

At the beginning of each school year, expectations are clearly communicated to students regarding academic achievement, attendance, citizenship, and school discipline. Students are provided with a handbook outlining each of these items as well as a copy of the CPS Student Code of Conduct. Awards assemblies are conducted every quarter recognizing the accomplishments of students.

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.

Parents will engage in professional training to enhance their educational awareness of strategies with the purpose of addressing the student achievement and social and emotional learning.

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

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>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.</p>	<p>\$0.00</p>
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53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1500.00
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)	\$1100.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1520.00
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.	\$1000.00
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 be used only by parents.	\$0.00