

Brighton Park Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/07/2020	Haas, Collingham, Reno, Merentie, Mendoza, Rivera, Mosberg	CIWP review and introduction
01/31/2020	Whole staff	SEF data collection

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
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 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:** There have been limited opportunities for the ILT to present to staff. Coaching is supportive and focuses on safe practice. Teachers are given time to learn a new skill or strategy aligned to our school wide focus. Data is integrated where possible in grade level work, teachers are encouraged to celebrate small wins and have a voice in leadership. Leadership is not distributed across all decisions.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Grade level team meetings are consistent in content and happen regularly There is little to no teacher led learning Budget and schedules are aligned Hiring teams include Protocols and professional learning in grade level teams adjusts based on reflection and success/challenges

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 1 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** DOK walks still reflect a lower level of rigor commonly in classrooms
Lack of purposeful effort towards getting sets of diverse texts and ensuring they are used meaningfully in curriculum
Lack of meaningful real world connections outside the classroom.
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 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
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Trouble with consistency in instruction because staff are pulled and teachers have to adapt
Low level of DOK on learning walks
Network learning walks show low levels of student to student discourse
Limited opportunities for student choice, low awareness of how they are assessed
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- 2 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 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:** inconsistent assessment and grading practices; work habits, motivation/punishment making way into grades; not directly standards-based grading; assessments better aligned to assessment than in the past
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 2 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 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:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)

- 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 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:**
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)

- 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:**

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	1
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	5
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	English proficiency among EL students at all grades, particularly students with higher program years
Root Cause 1	Lack of clear and consistent ESL instruction across all grade levels
Area of Critical Need 2	Students meeting growth targets on NWEA for both reading and math
Root Cause 2	Students are not being provided targeted, instructional level supports as a part of Tier 1 and 2 instruction
Area of Critical Need 3	Attainment for all students on NWEA reading
Root Cause 3	Instruction is at a low level of rigor and not always aligned to the appropriate grade level standards
Area of Critical Need 4	Attainment for all students on NWEA math
Root Cause 4	Instruction is at a low level of rigor and not always aligned to the appropriate grade level standards

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		32.00	35.00
Reflects a majority of our population				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		62.00	65.00
Inclusive of each individual student in grades 3-8				
SQRP: National School Attainment Percentile - Math (Grades 3-8)	Overall		39.00	42.00
Growth has historically been stronger than attainment				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Reading (Grades 3-8)	Overall		51.00	54.00
Growth has historically been stronger than attainment				
(Blank)				

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 We are currently organized and hope to move to well organized and maintain this rating for the duration of the CIWP.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we ensure students have access to instructional tasks and assessments that are standards aligned at a high level of Cognitive Demand, with language supports for all students;
Then we see...	then students will spend more time engaged with grade appropriate content and skills while increasing their English Language Fluency;
which leads to...	which will lead to a higher percentage of students making progress on ACCESS as well as higher percentages of students making attainment on NWEA.
Budget Description	Utilize ELPT position to be 0.5 ELPT and 0.5 math MTSS Use SCS funds to provide additional professional development. Use principal directed PD and GLT time to address assessment and cognitive demand.

Tags	Curriculum, Instruction, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OLCE, Science: Rigorous Tasks, Science: Student Discourse, SSCE: Critical Media Literacy, Math: Rigorous Tasks, Math: Student Discourse
Action steps	<ul style="list-style-type: none"> • (Not started) Develop bilingual leadership team Tags: • (Not started) Create school-wide plan for ESL including goals for each grade level Tags: • (Not started) Provide continued PD for staff on how to incorporate WIDA standards into unit plans Tags: • (Not started) Complete literacy scope and sequence with special attention to civic education across all grade levels Tags: • (Not started) Teacher teams will collaboratively develop unit plans following the set scope and sequence Tags: • (Not started) Teachers will focus on developing Active Monitoring as an instructional and assessment practice, receiving peer feedback in GLT meetings and through peer observation. Tags: • (Not started) Teachers will continue to receive peer feedback and coaching on the level of cognitive demand of their instructional tasks Tags: • (Not started) Teachers will continue to receive peer feedback and coaching on the facilitation of student discussion in their classroom. Tags: • (Not started) Teachers will begin develop service learning project opportunities aligned with their scope and sequence. Tags:

	<ul style="list-style-type: none"> • (Not started) Teachers, along with students, will implement service learning as a part of their year-long instruction. <p>Tags:</p>
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Strategy 2

If we do...	If we create an equitable and vertically- and horizontally-aligned grading system that reflects student mastery of standards;
Then we see...	then our grading system will accurately communicate student progress to students, families, and the community;
which leads to...	which will lead to grades that are aligned to and predictive of student performance on NWEA and TRC.
Budget Description	Use principal directed PD and GLT time to align grading practice. Use SCS funds to bring staff together over summer to work on aligning grading practices.
Tags	Assessment: Balanced Assessment and Grading, Equity: Fair Policies and Systems
Action steps	<ul style="list-style-type: none"> • (Not started) Identify/create SEL (soft skill) standards to teach and assess. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Purchase Grading for Equity for whole staff. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Engage staff in PD to identify biases and shift mindsets. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Train staff in separate content mastery and SEL mastery grading systems. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Train students in separate content mastery and SEL mastery grading systems. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Communicate new grading systems to families and other stakeholders. <p>Tags:</p>

	<ul style="list-style-type: none"> (Not started) Fully implement new grading system. <p>Tags:</p>
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Strategy 3

If we do...	If the Academic MTSS and Behavioral Health teams continue to build their libraries of Tier I and II interventions and progress monitoring tools as well as teacher capacity;
Then we see...	then we will see earlier identification of student needs, more effective interventions, and focused progress monitoring;
which leads to...	which will lead to fewer students needing intensive Tier III interventions, fewer and more timely special education referrals, and improvements in growth on NWEA and TRC among diverse learners and students receiving interventions.
Budget Description	Use of SCS funds to pay MTSS academic team. Continued use of SCS funds for school based mental health therapist. Use of Cadre Sub to provide Tier 2 and 3 interventions. Pay for retired, hourly case manager.
Tags	MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, ODLSS: Instructional Quality, ODLSS: Procedures and Standards, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Not started) PD for MTSS team: goals, structures, documentation (Aspen), best practices <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Revisit SEL strategies and intervention library. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Train staff in SEL intervention and BHT referral process. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Create academic intervention and progress monitoring tool library. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Consult with staff to provide ongoing Tier II SEL intervention and monitoring. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Utilize cadre sub and freed ELPT to deliver small group interventions to students.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) PD for staff in academic needs identification, intervention, and monitoring <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Consult with staff to provide ongoing Tier II intervention and monitoring. <p>Tags:</p>
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Strategy 4

If we do...	If we develop student leadership by, explicitly teaching social emotional and leadership skills, and partnering with the community to provide wrap around services to students;
Then we see...	then we will see an increase in student academic habits and mindsets, higher levels of parent engagement, and students with a stronger sense of belonging to school;
which leads to...	which will lead to higher percentages of students meeting growth targets on NWEA and strong Supportive Environment ratings on the 5Essentials.
Budget Description	SCS funds for after school programming, parent education, and SEL supports. Student Climate Coordinator position, funded through SCS Urban Initiatives partnership, funded through SCS
Tags	Student Voice, Engagement, and Civic Life, Family & Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Community Schools, SSCE: Community Engagement, SSCE: Student Voice, SSCE: Student Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Leader in Me training for Lighthouse Team <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Leader in Me -Initial training for all school staff <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Train middle school teachers on Second Step refresher and Success Bound lessons <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop advisory calendar combining Second Step, Leader in Me, and Success Bound (middle school)

Tags:

- (Not started) Refine problem of practice and implementation plan around academic habits and mindsets as a part of the Middle Grades Network

Tags:

- (Not started) Complete scope and sequence for literacy instruction, including civics education at all grade levels

Tags:

- (Not started) In alignment with strategy 2, create list of SEL strategies to be taught and assessed, determine grading practices

Tags:

- (Not started) Implement advisory block in middle school, communication expectations to teachers and monitor implementation.

Tags:

- (Not started) Establish Straight/Gay Alliance

Tags:

- (Not started) Gather data on student's academic habits and mindsets using the Cultivate Survey from UChicago

Tags:

- (Not started) Engage parents of PreK and Middle School students in child development education specific to their grade levels

Tags:

- (Not started) In continuing Community School programming, ensure opportunities for parent leadership and education by continuing to engage with Health Promoter, Parent Coordinator, and weekly parent education opportunities.

Tags:

- (Not started) As a part of Community School programming, offer journalism and media club as after school programming options to middle school students.

Tags:

	<ul style="list-style-type: none"> • (Not started) Determine service learning opportunities for students at all grade levels as a part of Leader in Me implementation <p>Tags:</p>
	<ul style="list-style-type: none"> • (Not started) Engage all staff in Leader in Me Core 2 training, focused on service learning <p>Tags:</p>
	<ul style="list-style-type: none"> • (Not started) Implement service learning projects at all grade levels as a part of Leader in Me <p>Tags:</p>
	<ul style="list-style-type: none"> • (Not started) Engage Student Voice Committee to advise on school policies and programs and lead school-wide service learning programs <p>Tags:</p>

Action Plan

Strategy 1

Develop bilingual leadership team

Jun 01, 2020 to Jul 31, 2020 - Admin

Create school-wide plan for ESL including goals for each grade level

Jul 01, 2020 to Aug 28, 2020 - Bilingual leadership team

Provide continued PD for staff on how to incorporate WIDA standards into unit plans

Aug 31, 2020 to Sep 04, 2020 - ELPT and Admin

Complete literacy scope and sequence with special attention to civic education across all grade levels

Jun 01, 2020 to Aug 28, 2020 - Literacy teachers

Teacher teams will collaboratively develop unit plans following the set scope and sequence

Aug 31, 2020 to Jun 30, 2022 - Literacy teachers

Teachers will focus on developing Active Monitoring as an instructional and assessment practice, receiving peer feedback in GLT meetings and through peer observation.

Aug 31, 2020 to Jun 30, 2021 - Admin/Teachers

Teachers will continue to receive peer feedback and coaching on the level of cognitive demand of their instructional tasks

Aug 31, 2020 to Jun 30, 2021 - Admin/Teachers

Teachers will continue to receive peer feedback and coaching on the facilitation of student discussion in their classroom.

Aug 31, 2020 to Jun 30, 2021 - Admin/Teachers

Teachers will begin develop service learning project opportunities aligned with their scope and sequence.

Jul 01, 2021 to Aug 27, 2021 - Lighthouse Team/Teachers

Teachers, along with students, will implement service learning as a part of their year-long instruction.

Sep 06, 2021 to Jun 17, 2022 - Teachers

Strategy 2

Identify/create SEL (soft skill) standards to teach and assess.

Jul 01, 2020 to Jul 31, 2020 - ILT, counselor

Purchase Grading for Equity for whole staff.

Jul 01, 2020 to Jul 08, 2020 - Principal

Engage staff in PD to identify biases and shift mindsets.

Aug 31, 2020 to Dec 18, 2020 - ILT/admin

Train staff in separate content mastery and SEL mastery grading systems.

Jan 01, 2021 to Jan 29, 2021 - ILT/admin

Train students in separate content mastery and SEL mastery grading systems.

May 03, 2021 to Jun 18, 2021 - Teachers/ILT

Communicate new grading systems to families and other stakeholders.

May 03, 2021 to Jun 18, 2021 - ILT/admin

Fully implement new grading system.

Sep 06, 2021 to Oct 01, 2021 - Teachers/ILT/admin

Strategy 3

PD for MTSS team: goals, structures, documentation (Aspen), best practices

Aug 24, 2020 to Sep 04, 2020 - MTSS Lead/Network ISL

Revisit SEL strategies and intervention library.

Aug 24, 2020 to Aug 28, 2020 - BHT Lead

Train staff in SEL intervention and BHT referral process.

Aug 31, 2020 to Sep 04, 2020 - BHT

Create academic intervention and progress monitoring tool library.

Sep 21, 2020 to Oct 16, 2020 - MTSS team

Consult with staff to provide ongoing Tier II SEL intervention and monitoring.

Oct 19, 2020 to Nov 20, 2020 - BHT

PD for staff in academic needs identification, intervention, and monitoring

Jun 21, 2021 to Sep 03, 2021 - MTSS team

Consult with staff to provide ongoing Tier II intervention and monitoring.

Sep 27, 2021 to Oct 15, 2021 - MTSS team

Utilize cadre sub and freed ELPT to deliver small group interventions to students.

Sep 07, 2020 to Jun 18, 2021 - Admin, MTSS team

Strategy 4

Leader in Me training for Lighthouse Team

Aug 03, 2020 to Aug 28, 2020 - LiM coach

Leader in Me -Initial training for all school staff

Aug 24, 2020 to Sep 04, 2020 - Lighthouse team/LiM coach

Train middle school teachers on Second Step refresher and Success Bound lessons

Jul 01, 2020 to Aug 21, 2020 - Climate and Culture team

Develop advisory calendar combining Second Step, Leader in Me, and Success Bound (middle school)

Jul 01, 2020 to Jul 31, 2020 - Lighthouse team, Climate and Culture team

Refine problem of practice and implementation plan around academic habits and mindsets as a part of the Middle Grades Network

Jul 01, 2020 to Aug 28, 2020 - MGN team

Complete scope and sequence for literacy instruction, including civics education at all grade levels

Jul 01, 2020 to Aug 28, 2020 - Literacy teachers

In alignment with strategy 2, create list of SEL strategies to be taught and assessed, determine grading practices

Jul 01, 2020 to Aug 28, 2020 - MGN team, ILT

Implement advisory block in middle school, communication expectations to teachers and monitor implementation.

Sep 07, 2020 to Jun 18, 2021 - MGN team

Establish Straight/Gay Alliance

Sep 07, 2020 to Nov 27, 2020 - SGA sponsors, Climate and Culture team

In continuing Community School programming, ensure opportunities for parent leadership and education by continuing to engage with Health Promoter, Parent Coordinator, and weekly parent education opportunities.

Sep 07, 2020 to Jun 17, 2022 - Sustainable Community Schools team

As a part of Community School programming, offer journalism and media club as after school programming options to middle school students.

Sep 07, 2020 to Jun 17, 2022 - Teen Reach and Sustainable Community Schools teams

Engage Student Voice Committee to advise on school policies and programs and lead school-wide service learning programs

Sep 06, 2021 to Jun 17, 2022 - Student Voice Committee, Sustainable Community Schools team

Determine service learning opportunities for students at all grade levels as a part of Leader in Me implementation

Jul 01, 2021 to Aug 27, 2021 - LiM coach, Lighthouse team

Implement service learning projects at all grade levels as a part of Leader in Me

Sep 06, 2021 to Jun 17, 2022 - LiM Coach, Lighthouse Team

Engage all staff in Leader in Me Core 2 training, focused on service learning

Aug 30, 2021 to Sep 03, 2021 - LiM coach, Lighthouse team

Gather data on student's academic habits and mindsets using the Cultivate Survey from UChicago

Oct 05, 2020 to Oct 30, 2020 - MGN team

Engage parents of PreK and Middle School students in child development education specific to their grade levels

Oct 05, 2020 to Nov 27, 2020 - Climate and Culture Team, Sustainable Community Schools team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

Teachers and other stakeholders engage in regular data review that includes student academic achievement, attendance, SEL competencies, behavior, habits and mindsets, and climate and culture data collected from all stakeholders.

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

Teachers engage in professional development on instructional strategies that are considered best practices. Students are provided supports through small group instruction in the classroom. School wide programs are adopted to meet students developmental and SEL needs.

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.

English language learners are provided with instruction that develops their native language literacy as well as English as a Second Language instruction. Materials used reflect cultural responsiveness and cultural inclusion. Students with an IEP are given opportunities to learn along with their non-disabled peers to the greatest extent possible.

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).

Students are monitored for at-risk indicators by examining grades, behavior, SEL skills, and test scores. These students are targeted for interventions that are aimed to increase either academic skills, or SEL skills.

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

Teachers new to the building are matched with a peer mentor. An orientation is held at the start of the year with new teachers and their peer mentors in order to introduce the teacher to the school, review school-specific programs and expectations, and initiate a collaborative relationship between the new teacher and their peer mentor. A "new teacher PLC" provides support for teachers both new to the profession and new to the school community and covers topics based on the specifics needs of the group. Retention is achieved through providing meaningful professional development and leadership opportunities for teachers as well as building a strong staff community.

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.

School-wide climate and culture training are given to all staff members where appropriate. Teachers engage in weekly principal directed preps as well as quarterly PD days. A combination of teacher led, admin led, and outside coaching/PD make up the sessions.

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

Monthly parent workshops focus on different topics of interest to the parents and aimed to improve outcomes for children. In additional, weekly parent education takes place through community school programmings. Quarterly family nights are intended to engage entire families in the learning process and build community.

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.

PreK and K classroom engage in learning such as enrichment (specials), field trips, and other special events together. The kindergarten teacher will visit the PreK classrooms to begin to build a relationship. In the spring PreK students do a shadow day in the K classroom and parent orientation is held by the K teacher.

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.

Each spring the PPC advises on the adoption of a school wide assessment plan which is then voted on by the staff. This plan is created with buy in from all teachers.

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.

The MTSS team reviews data, meets to consult with teachers, and monitors implementation of interventions for students. When necessary the special education team will meet to discuss gathering data and beginning a review process for struggling students.

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

The principal will work closely with the Network Chief and other Central Office departments to ensure that all programs are implemented appropriately. The appropriate staff will be annually trained as required and the principal will review program implementation annually.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The principal will regularly involve parents in the review and decision making process by employing online surveys, feedback from the LSC and PAC, as well as through parent workshops. During each LSC meeting the principal will share updates on the progress of the plan as well as all available student data.

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

Each September the principal will hold an annual meeting at which time the budget, CIWP, and other initiatives/goals for the year are shared with parents. The principal will also engage parents in a feedback process to ensure that their voice is heard as a part of the planning process. The annual meeting and organizational meeting are tentatively scheduled for September 23rd, 2020. After the annual meeting, monthly PAC meetings will be held including parent education workshops.

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

The principal operates with an open door policy to parent requests. Parents can schedule time with her directly using an online link, or schedule through the school clerks. Additionally, the principal will be present at the monthly parent workshops to engage the parents in a two way dialogue. The principal will also present a monthly report at each LSC meeting.

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.

At the same time as report card distribution, the school will distribute all available performance reports on the IAR and NWEA to all parents along with accompanying explanation. Additionally, parents can request access to their child's performance at any time.

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

All teachers will be staffed according to their appropriate endorsements. The principal will comply with regulations to communicate to parents when a teacher is not highly qualified by sending a letter home to parents. Parents can request information on teacher's endorsements from the principal at any time.

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.

Relevant information will be included in the student and parent handbook. Additionally, the principal will share this information at the annual Title 1 meeting and make it available on the school's website. Parent workshops will cover this content.

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.

Through our community school programming we will continue to offer a computer class. Additionally, our technology coordinator will be available to assist parents where needed. Our parent room will house computers that can be used by parents at any time. Monthly parent workshops will also focus on improving outcomes for students.

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 be asked to maintain regular communication with all parents and document this contact. Staff will also be asked to engage in the family nights and parent workshops where appropriate.

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.

PreK parents will be invited, and encouraged to attend, all parent education and family programming. Additionally we will offer parent education aimed just for parents of PreK aged students.

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.

All communication will go home in English and Spanish. Additionally, it will be translated into simplified Chinese for those families who need this translation. The majority of staff are fluent in English and Spanish. Flyers and other information will be posted on indoor and outdoor bulletin boards.

Policy Implementation Activities

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

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

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

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.)

Brighton Park Elementary seeks to create a nurturing and engaging educational environment that is relationship-focused, culturally relevant, and encourages critical thinking. Brighton Park students will be engaged in meaningful learning experiences that help them develop into productive members of society that are creative problem solvers and lifelong, confident learners.

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

At the conclusion of the first and third quarter the school will hold parent-teacher conferences. Teacher will be available for a total of 6 hours throughout the day (late morning and late afternoon) to meet with parents. These are tentatively scheduled for November 18th, 2020 and April 21st, 2021.

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

Every five weeks parents will receive either a progress report (half way through the quarter) or a report card (at the end of the quarter). All progress reports will be sent home with students in their backpacks. The first and third quarter report cards will be delivered during parent-teacher conferences. The second and fourth quarter report cards will be sent home with students.

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

Parents will be able to schedule time to meet with parents by contacting the school principal or school clerk. Staff are expected to be in contact with parents and available to them during their daily prep period. In additional staff are encouraged to speak with parents at dismissal, particularly for younger grades where teachers must make contact with parents for pick up.

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.

The school hosts a parent mentor program run by Brighton Park Neighborhood Council that trains parents and places volunteers in classrooms. Additionally, parents are able to sign up to volunteer through cpsvolunteers.org. All parents are encouraged to volunteer in their child's classrooms including but not

limited to: being a guest reader, chaperoning a field trip, assisting with small group instruction, attending special events, and helping with special projects.

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

Parents are expected to monitor a child's learning by signing an agenda to indicate homework completion, monitor attendance and provide reasons for missed class, assist with homework at home, and maintain communication with the school and child's teachers. The school will provide regular communication and updates on these metrics for parents through the progress reports/report cards, on track status letters, and attendance letters.

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

The principal will elicit regular feedback from parents utilizing monthly parent meetings, email newsletter, the LSC, and other informal conversations.

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

Students are expected to follow our SOAR motto (Show respect, Own your action, are Ambitious, and Ready to learn). They will be taught emotional regulation and conflict management through Second Step instruction and executive functioning skills and academic habits through Leader in Me instruction. Students who do not follow behavior expectations will engage in a restorative process to facilitate reflection and repairing harm caused.

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.

Utilizing our Health Promoter, Brighton Park Neighborhood Council partnership, Parent Mentor training program, and weekly parent interest-based education, parents will increase their understanding of state standards for students, strategies for assisting students with classwork, behavior management, facilitation of mental and physical health. This will happen through monthly parent workshops tentatively taking place on the second Wednesday of each month.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$537.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$680.00
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)	\$1500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00