

Edward Everett Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Sally Banasiak	Reading Specialist	sabanasiak@cps.edu	Has access
Judith Rodriguez	ILT Member	jrodriguez286@cps.edu	Has access
Winnie Ho	Science/ Math	who2@cps.edu	Has access
Rodolfo Rojas	Principal	rmrojas@cps.edu	Has access
Maria Pullos	Assistant Principal	mepullos@cps.edu	Has access
Reyes Rocio	Parent	leilanydominguez10@gmail.com	No Access
Cecilia Bernal	Paraprofessional	ccbernal@cps.edu	Has access
Tara Maring	Counselor	tmaring@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/30/2020	Judith Rodriguez, Sally Banasiak, Winnie Ho	Framework Rubric
02/06/2020	Judith Rodriguez, Winnie Ho	Critical Needs
02/13/2020	Judith Rodriguez, Sally Banasiak, Winnie Ho	Critical Needs and Goals
02/20/2020	Judith Rodriguez, Sally Banasiak, Winnie Ho	Goals
02/27/2020	Judith Rodriguez, Winnie Ho, Maria Pullos	Goals

Framework

Category scoring

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

- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 3 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
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** To ensure all stakeholders are clearly informed about present instructional data and practices, the staff engages in weekly morning meetings on Tuesdays and is documented with morning minutes in the Everett Google File. In addition, transparency is demonstrated when the Local School Committee (LSC) holds monthly meetings to communicate with community stakeholders about updated school news. At the school level, our counselors and other staff developed a Student Leadership Team to encourage and promote the fourth and fifth graders to lead the school. The counselor also hold daily meetings with students to discuss any issues or other matters they will want to converse about. Our weekly grade level meetings are used to strengthen instructional practices through the continuous improvement cycle and student data. The Instructional Leadership Team (ILT) also work on the instructional practices and undergo the cycle with a pre-learning walk through, teacher observations and collecting student data. The staff is encouraged to attend several professional development meetings to improve and reinforce in our current practices like the Orton-Gillingham, Heggerty, Chicago Literacy Groups (CLG), LLI, Compass Learning, and math coach Rebecca.
- 4 - Structure for Continuous Improvement
 - 4 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
 - 4 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
 - 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

- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Every quarter, teachers assess students' comprehension and fluency skills using the Benchmark Assessment System (BAS), DIBELS, MONDO, and TRC within each grade band. The data collected is commonly analyzed by the teacher. Teachers attend quarterly meetings with administration to present the data and their data reflection. The Mentor Program is developed to help new teachers become accustomed and accommodated to Everett. Teachers update monthly bulletin board to reflect the current learning happening in the classroom. The bulletin boards represent all the learners and a variety of topics and subject areas. The MTSS meetings occur every Thursday morning to discuss students who have been identified as tiers 2 and 3.

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
 - 4 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
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 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:** Teachers develop thematic units with culturally diverse or culturally relevant texts and integrates a variety of resources to supplement instruction. All classrooms follow similar structure of reading and math instruction. In ELA, teachers utilize the Lucy Calkin's Reader's and Writer's Workshops, while creating and meeting daily with small groups for Guided Reading, LLI, Literature Circles or strategy groups. In Math, the teachers plan and instruct using the Everyday Mathematics curriculum that pushes students' thinking around the mathematical standards and practices.
- 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
 - 4 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:** All teachers and paras have/will be trained to provide small group/individualized support in leveled literacy intervention, LLI, Heggerty, Orton Gillingham and Compass Learning. We focus on reading, math and STEM instruction and continue to require support in our EL instruction, levels of student discourse and student feedback
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 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
 - 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
 - 3 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Staff progress monitors students through benchmark assessments (unit assessments prior to end of unit), performance tasks, BAS analysis as well as district and state assessments. Teachers create exemplar responses and conduct quarterly data sessions to ensure small groups are flexible and responsive. We are continuing to work on exemplar development, EL language acquisition and providing effective student feedback.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)

- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 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)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 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)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)

- **Evidence:** MTSS Team has created entrance and exit criteria, has created letters to communicate with families, and has presented to parents. MTSS Team reflects upon scores from the self-assessment and works to improve upon low scoring areas. The school is very aware (communication weekly) regarding attendance and has a very specific action plan to incentivize and address attendance.
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Everett works with Evergreen Middle school to provide opportunities for smooth transitions. Focus on post secondary options is expanding from fourth and fifth grade to the younger years.

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:** 5 Es data, student surveys and culture and climate data
- 2 - Student Voice, Engagement, and Civic Life
 - 1 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** Everett's 5th graders have begun a Soaring Eagles Leadership group to assist with role modeling, supporting other students. ELA units include culturally relevant mentor texts and the counselor has begun teaching Calm Classroom in a few classrooms
- 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)
 - 4 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:** 5Es data, student surveys and Aspen data
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 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:** Limited Referrals in Aspen, Behavioral health team, counseling services for small groups ad individuals
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 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)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Everett became a Communities In Schools partner school. Communication is conducted in multiple languages and platforms. Parents are invited to numerous events in the school

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Quality and Character of School Life: Family & Community Engagement	5
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	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	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	Students meeting their growth targets in NWEA.
Root Cause 1	Lack of feedback to address foundational skills and real world knowledge.
Area of Critical Need 1	Students lack refinement with the engineering process.
Root Cause 2	Lack of opportunities and time for students to work with the engineering process.
Area of Critical Need 3	Progress monitoring Tier 2 and Tier 3 students in core subjects, SEL, and attendance.

Root Cause 3	Lack of isolating and tracking a skill or concept.
--------------	--

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 Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Students are not meeting their growth targets at the end of the year on NWEA.	Overall		70.00	75.00
	Students with IEPs		55.00	60.00
Vision: NWEA Growth G3-8 (Math) It is a core area students are tested on and we want to maintain or develop greater growth.	Overall		80.00	85.00
	Students with IEPs		55.00	60.00
Vision: NWEA Growth G3-8 (Reading) It is a core area students are tested on and we want students to demonstrate growth.	Overall		60.00	65.00
	Students with IEPs		55.00	60.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) We want more of our students to meet or exceeds the grade level norm expectations.	Overall		70.00	73.00
	Students with IEPs			
SQRP: National School Attainment Percentile - Reading (Grades 3-8) We want more of our students to meet or exceeds the grade level norm expectations.	Overall		73.00	75.00
	Students with IEPs			

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 Having students in the primary grades working on study habits for various assessments since they performed on a weaker scale at 26.				35.00	40.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
National School Growth Percentile in Reading Based on the growth demonstrated from previous years, we hope to show an increase in reading growth performance made by the overall student population.	30.00	50.00		60.00	65.00
National School Growth Percentile in Mathematics Based on the growth shown by students, we would hope that students can either maintain the growth or continue to prosper in mathematics.	89.00	90.00		93.00	93.00
% of students making attainment in both Reading and Mathematics Based on the school report data from 2018-2019, approximately half of our students were able to attain or meet expectations for their grade level.	69.00	70.00		73.00	75.00

Strategies

Strategy 1

If we do...	teachers provide effective feedback to students on specific tasks
Then we see...	improved understanding on the grade level concepts
which leads to...	student growth in NWEA math and reading

Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) we plan to integrate the effective feedback as part of our school's cycle of continuous improvement so there is consensus and uniformity among all teachers. <p>Tags:Feedback, Cycles of continuous improvement, #academicachievement</p> <ul style="list-style-type: none"> (Not started) teachers will document the feedback provided to students to progress monitor the students' academic growth <p>Tags:Growth plan, Observation and feedback, Progress monitor</p>

Strategy 2

If we do...	to implement Orton-Gillingham with fidelity using multi-sensory modalities
Then we see...	improve students' reading, writing and spelling.
which leads to...	continuous growth in reading and writing for all students.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) Provide pre-assessments to students related to their grade level content. <p>Tags:Reading strategies, Diagnsotic assessment</p>

Strategy 3

If we do...	look at overall on-track and referral data for academic, attendance, and SEL performance
Then we see...	which students require additional supports/services and develop/implement strategic interventions (academic, attendance, SEL)
which leads to...	improved on-track data and reduced referrals for students.
Budget Description	

Tags	MTSS, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> (Not started) Review on-track and referral data every six weeks Tags:Data referral systems, On track data, OSEL: Supportive and Equitable Discipline Practices (Not started) Creation of PBIS manual Tags:SEL, Pbis, OSEL: Supportive School Environment (Not started) Teachers will be provided weekly attendance data for their classrooms to ensure attendance policy was adhere to. Tags:Attendance, Data (Not started) Small group instruction will be re-evaluated every quarter during data sessions to ensure small groups are reflective of data of on-track and additional assessment data (BAS/NWEA). Tags:On track, Data driven instruction, Small group instruction, Bas

Strategy 4

If we do...	provide our students with more STEM-enriched opportunities that incorporate novel engineering practices which are aligned to the Next Generation Science Standards and CCSS for Math and Reading.
Then we see...	students develop and demonstrate independent growth in their critical thinking and problem solving for formative and summative assessments
which leads to...	students to become critical thinkers who are focused on the process, as well as, the solution.
Budget Description	
Tags	Science: Equitable Access, STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: Mission Driven Leadership (SSS1), STE(A)M Schools: School Structures & Culture (SSS2)
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will be incorporating three cycles of novel engineering in between science units to provide students with opportunities to design and develop solutions to a problem-based text. Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Science: Rigorous Tasks, Science: Student Discourse

Action Plan

Strategy 1

we plan to integrate the effective feedback as part of our school's cycle of continuous improvement so there is consensus and uniformity among all teachers.

Feb 05, 2020 to Jun 18, 2021 - ILT Team

teachers will document the feedback provided to students to progress monitor the students' academic growth

Feb 05, 2020 to Jun 10, 2021 - Teachers

Strategy 2

Provide pre-assessments to students related to their grade level content.

Feb 05, 2020 to Jun 18, 2021 - Teachers

Strategy 3

Review on-track and referral data every six weeks

Sep 07, 2020 to Jun 30, 2022 - MTSS Team (Admin/Counselor as lead)

Creation of PBIS manual

Aug 31, 2020 to Jun 30, 2022 - Climate & Culture Team (Counselor as lead)

Teachers will be provided weekly attendance data for their classrooms to ensure attendance policy was adhere to.

Aug 31, 2020 to Jul 30, 2022 - MTSS Team (Admin as lead)

Small group instruction will be re-evaluated every quarter during data sessions to ensure small groups are reflective of data of on-track and additional assessment data (BAS/NWEA).

Aug 31, 2020 to Jun 30, 2022 - Grade level teams (Admin as lead)

Strategy 4

Teachers will be incorporating three cycles of novel engineering in between science units to provide students with opportunities to design and develop solutions to a problem-based text.

Aug 17, 2020 to Jun 24, 2022 - Grade level teachers

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.

Everett's school counselor provides students, staff, and parents an annual needs assessment to determine priorities for the school year. Parents are surveyed during meetings, including, Parental Advisory Committee (PAC), Bilingual Advisory Committee (BAC), Coffee with the Principal, and Coffee with the Counselor to ensure that as many people as possible are surveyed.

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

Everett has included Multi-Tiered Systems of Support (MTSS) as a priority in the Continuous Improvement Work Plan (CIWP) to ensure that there is a plan in place for students who require additional support in academic and/or social-emotional development. The MTSS team meets weekly to review student data and develop plans for 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.

Instructional strategies include using a workshop model of instruction to ensure that teachers can address individual student needs through small group instruction. Everett instructional programs are researched-based, including the use of phonics programs, phonemic awareness programs, Leveled Literacy Intervention (LLI), and Orton-Gillingham program for reading intervention.

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).

Instructional strategies at Everett are researched-based, including the use of Leveled Literacy Intervention (LLI), and Orton-Gillingham program for reading intervention.

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

Everett supports teachers by providing explicit coaching sessions with consultants as well as having an established mentoring program in place for teachers new to Everett.

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.

Teachers are provided on-going professional development for the programs they are expected to utilize, for example, teachers recently participated in training for the computer programs students are using as well as Heggerty, LLI, and Orton-Gillingham.

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

Parents are invited to participate in a number of events held at the school. The various committees are able to select workshops that they are interested in hosting as well as attending a number of events at the school. Each parent is encouraged to bring a friend who has yet to attend any of the school events.

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.

For the past two years, Everett has hosted the summer program, Step Up to Kindergarten.

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.

Everett's grade level meetings include analysis of student work product and assessments.

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.

Teachers develop and administer "bend" assessments throughout each unit to better understand how students are understanding the standards.

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.

During the 2019-2020 school year, Everett applied and was selected to become partners with Communities In School (CIS) to assist with the implementation of programming, such as drop-out prevention, college and career preparation, and anti-bullying programs.

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.

Parents have multiple meetings in the school and we will be sure to present at all of them including LSC, PAC, and BAC. IF the school closure continues, we will also hold virtual meetings to ensure parents have the information.

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

Information will be disseminated/explained at the LSC and PAC. IF the school closure continues, we will hold virtual meetings to ensure parents have the information.

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

Parents are provided surveys at the beginning of the year to collect information on how what they believe the school needs. The survey results are shared and we (the staff) highlights ways that we respond to survey results.

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 results in person at report card pick-up times to address any questions/concerns.

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 informed by mail with a letter indicating the status of teacher qualification.

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.

Parents are invited to Coffee with the Principal where these topics are covered and time is provided for questions.

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.

Information of outside resources is highlighted at all meetings, however in-depth coverage is provided at our monthly Coffee with the Counselor, especially in light of our recent partnership with Communities In Schools

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.

Conversations of this nature occur at the weekly staff meetings.

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.

Opportunities for Home-School connections are highlighted at the Coffee with the Principal and Counselor

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.

Parents are provided a Student Handbook at the start of the year in both English and Spanish, they are communicated through a monthly calendar and a monthly newsletter

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)

NA

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.)

Everett prides itself on providing intentional and responsive teaching. Teachers closely monitor students' mastery of the standards and provide targeted small group instruction for both reading and math.

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

Parent - teacher conference in accordance with the district calendar. Conferences will be held in-person or virtually as dictated by the State and the City.

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

Students and parents receive regular feedback in the form of progress reports and report cards as well as via conferences, emails and calls.

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

Staff is available by appointment before or after school for parent meetings as well as via email or phone calls

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 required to complete the volunteer form to ensure they are screened and approved by the district for a variety of levels of participation. Once approved, parents are scheduled to volunteer by the classroom teacher for specific activities.

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

Parents support their children's learning by responding to emails and calls as well as attending in-person (or virtual) meetings in order to work with the teacher on any area of concern.

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 the ability to request meetings with teachers, counselor, and administration to discuss any concerns they have about their child(ren). They are asked to participate in school meetings and events to develop relationships with school staff.

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 receive weekly feedback from their teachers and set academic goals with them and the school counselor. We discuss the attributes of successful students with the students at least quarterly. They are provided progress reports and report cards.

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 have funding to purchase needed materials for activities.

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.	\$793.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$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