

James R Doolittle Jr Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/03/2020		

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Each grade level department created a mission and vision statement and the entire school staff revised our mission and vision statements to increase shared vision. These statements more accurately reflect the mission and visions of

current staff and their educational belief systems. Each grade level has a department chair that assists with leading their departments. These team leads have the capacity to assist team members in collaboration and academic instructional adjustments, and give mindful feedback that positively impacts the instruction of our students.

- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 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
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Our grade level meetings are structured with cycles of inquiry which includes; data analysis, MTSS, SEL, Student work analysis. All meetings are facilitated using a protocol which enables us to stay focused and have a solutions based outcomes. New and novice teachers are paired with an internal (and for many) external coach to create a space practice atmosphere. Our schedules follows the CPS instructional guidelines and incorporates daily SEL practices. Each floor in our building have a "safe, cool down place" which has supports a positive environment. These safe spaces have murals, couches, and books. Each grade level have developed and implemented department meetings outside of the weekly grade level meeting.

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
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Teachers create weekly lesson plans that include differentiation for diverse student needs and incorporating student strengths. Teachers utilize Network recommended curriculum and resources to administer instruction with supplemental materials as needed for based students' instructional and grade level needs. Teacher leaders are participating in instructional rounds to identify problems of practice and ensure that there are equitable access to educational

opportunities and grade level content. Strategies and content is discussed weekly during grade level meeting to give feedback and improve instruction.

Technology is utilized throughout the building to enhance instruction from K-8.

- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Teachers create Focus Mini lessons daily in the core subjects that address student misconceptions, varying levels of questions, and opportunities for student discussion to follow. Staff create lesson plans based on the various learning styles of students and regularly modify their plans and units to reflect instructional adjustments as they are needed after teaching and reflection. Teachers are required to create and submit weekly DOK questions with their core subject lesson plans as well as accommodations and modifications required for Diverse Learners.
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 4 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
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Teachers utilize gradebook to utilize curriculum based academic data of students to inform instruction. Teachers create multiple types of assessments as indicated on their lesson plans to collect formative and summative data about student performance and progress. Tests have proper accommodations and

modifications for students with IEPs so that all students may access the assessments and demonstrate understanding. The instructional leadership team uses a problem-solving process to define, assess, and improve quality small group instruction.

- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 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)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 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)
 - 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 3 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)
- 2 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:** Multiple teams collaborate to ensure that students are getting assessed and receive the services that they need to succeed. The Behavioral Health Team, Leadership Team, Diverse Learning Department, and Administration work together to identify causes of student need and refer students to school and community interventions to improve outcomes. Heavy emphasis throughout the school to create data-informed groups that provide specific interventions, both academically and for social-emotional needs. DL Team meets after school bi-weekly to discuss MTSS progress and plan for collaboration with gen-ed teachers using Conscious Discipline interventions. Teachers progress monitor regularly and report findings in grade level meetings with administration.
- 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)
 - 1 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Teachers provide students with NWEA and progress monitoring data to inform and involve them in goal setting for the future. Middle school students are taught to internalize their data and are taught where and when to access their data and what the data means. Middle school students work with counselor to apply to and choose high schools that best meet their strengths, educational needs, and educational/career goals. Sponsoring high school visits, freshman connections.

Quality and Character of School Life

- 3 - 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)
 - 3 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:** - Daily Behavioral Health Model for 60 minutes with all students. - Check in- Check out for behavior and attendance. - High functioning ILT - Instructional rounds - Behavioral health team - Common planning time - Middle of year performance management presentations by every teacher
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** - Partnership with Communities in Schools, Ada S. McKinley, and Urban Initiatives - School leadership brings in local politicians, churches, and community figures. 7th and 8th grade students study Illinois and U.S. government and engage in relevant discussions on current topics, including community based issues that impact their lives. - Passages Male Mentoring
- 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)
 - 2 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:** - Behavioral Health Team made up of staff, administration, and outside behavioral health organizations meets weekly. - Referrals are made to the Behavioral Health Team, and then the outside organizations engage students accordingly. - Security staff are designated as first responders, and have prescribed protocols for ensuring student safety and addressing behavior issues.
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)

- 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** - Student logger - SAMs (School Administrative Manager) process has security designated as first responders for disciplinary incidents. - Diverse Learners department conducting Conscious Discipline book study monthly.
- 3 - 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
 - 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)
 - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 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:** We make home visits three days a week as a part. We have a sign in/out protocol for all partners. We have weekly meetings with our partners. We have an active website for our parents to communicate. Administration have office hours for parent meetings. All parents/visitors are welcomed daily.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	4
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Attendance
Root Cause 1	High mobility school with a high staff turn over rate. We have a high STLS student population.
Area of Critical Need 1	Math Growth
Root Cause 2	High staff turn over rate. Lack of foundational skills in math. Lack of professional develop for teachers for high quality math instruction.
Area of Critical Need 3	Reading Growth
Root Cause 3	High staff turn over rate in all grades. Students missing basic skills because of teachers. Inconsistent reading curriculum. Low percentage rates for students (trending around 92%)

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: Attendance Rate</p> <p>We prioritized this metric because Doolittle is working hard to improve attendance. It is a point of focus for each school year. We currently have school wide systems and incentives in place including a team dedicated to growth and attainment pertaining to attendance. High attendance improves school culture and climate, academic outcomes, retention of knowledge, skill maintenance, and allows for social-emotional growth. Attendance is directly related to both growth and attainment, and we know that if attendance is high, reading and math growth will also increase.</p>	Overall		93.70	94.26
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>We chose this metric because we have a unified curriculum in grades 3-5 with the use of the Envision series and 6-8 with the use of CMP3. We have focused mini lessons to target specific skills and small group differentiated instruction. Availability of resources and manipulatives tied to the curriculum enables staff to provide hands-on learning and teach to multiple intelligences. We have academic after school tutoring to assist students who may require additional supports on a more individualized level. In addition, we have acquired Elevate K12 to enhance the instruction given by our staff for specific students.</p>	Overall		48.00	50.00
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>Many of the students at Doolittle struggle with reading. This is due to a lack of consistent teachers, no cohesive curriculum, and low student attendance rates. We are currently attending Balanced Literacy professional developments, implementing Wilson Reading for middle school Diverse Learners, Elevate K-12 is coming in, as well as after school tutoring.</p>	Overall		48.00	50.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey During SY ?19-20, we begin with an effective leader who has assisted staff to become more collaborative through weekly grade level meetings assisting teachers to focus on more rigorous instruction. There is a functional ILT team involving staff from all instructional levels who meet three times a month to help staff remain focused on attaining our stated goals. We have a fully functional PAC which supports our families through additional activities. We have implemented a behavioral health model which provides 60 minutes of daily support to our students thereby decreasing negative behaviors and increasing the social emotional supports that our students require to remain focused on learning.</p>				3.00	4.00

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 engage all learners through rigorous, standards based instruction
Then we see...	then we will see students who are accessing and/or mastering skills across areas of content and within their specific RIT bands as well as increased student engagement.
which leads to...	which leads to at least 50% of students reaching or exceeding NWEA growth targets and a higher percentage of on track students.
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (On-Track) We will create engaging lessons that contain rigorous learning, robust vocabulary, and DOK questioning to enhance learning so that students maintain focus during instruction.

	<p>Tags:MTSS</p> <ul style="list-style-type: none"> (On-Track) During summer planning, we will create PD for differentiated instruction for all staff and provide training during the beginning of the year PD week. <p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (On-Track) We will support teachers during GLMs with cycles of inquiry: analyzing current student data and creating action plans, analyzing student work, MTSS, and SEL <p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (On-Track) As a follow up, we will create an instructional rounds calendar to monitor instruction in classrooms. <p>Tags:Instruction</p>
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Strategy 2

If we do...	more community engagement and develop community partners
Then we see...	increased connections and relationships with community members
which leads to...	parents putting more trust in the school to keep their students safe and secure and better student behavior in a safe and secure environment.
Budget Description	
Tags	FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC
Action steps	<ul style="list-style-type: none"> (On-Track) We will contact churches, local businesses, and other key community members to build partnerships. We will share with them our mission and vision and evaluate whether or not they have resources that can align and support our vision. We will then plan to meet quarterly to monitor the effectiveness of these resources. <p>Tags:OSSE: Community Schools</p>

Strategy 3

If we do...	more educational workshops (ex. Aspen, NWEA data, etc.) with parents
Then we see...	increased parent involvement in students' academic lives

which leads to...	increased student accountability. It also leads to Year 1 Neutral and Year 2 Strong on the 5Essentials.
Budget Description	
Tags	FACE2: Parent Engagement, FACE2: Title 1 PAC
Action steps	<ul style="list-style-type: none"> (Behind) We will plan during the summer and in-service days for our parent workshops in alignment with our end of year goals. Then, we will facilitate these workshops in September and October to ensure parents understand our goals and the work we are doing to reach them. <p>Tags:FACE2: Parent Engagement</p>

Strategy 4

If we do...	If we create tasks that cross curriculum by means of collaborating teachers using core subjects such as Literacy, Math, Science, and Social Science with a connection to arts and humanities to enhance our practices and connect to real life situations of learning
Then we see...	then we will see students who are more engaged in their learning and have the ability to take their knowledge outside of the classroom
which leads to...	students who are capable of demonstrating the ability to solve multi-faceted disciplines in every day life.
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (On-Track) We will create lessons that involve the intersecting of instructional disciplines so that collaborating teachers are able to use lessons that involve various learning methodologies and challenge students in their learning. <p>Tags:Instruction</p> <ul style="list-style-type: none"> (Not started) During the summer, we will have the instructional coach and department chairs create sample cross curriculum resources and units to utilize for training teachers and staff. <p>Tags:Curriculum, Instruction, Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> (Not started) We will have monthly staff PDs during GLM to train and support teachers in the creation and implementation of cross curriculum units. <p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams</p>

	<ul style="list-style-type: none"> (On-Track) The ILT will monitor instruction using learning walk throughs to gauge student engagement during the school day. <p>Tags:Instruction, Personalized Learning: Authentic Learning</p>
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Strategy 5

If we do...	create an team of staff members from all departments dedicated to Multi-Tiered Support Systems within the school
Then we see...	students receiving and given access to a range of supports and interventions to access grade level curriculum, improve behavior, and address low attendance patterns.
which leads to...	increased student growth in all subjects, meeting our 2021 reading and math growth goal of 48% and 2022 goal of 50%, meeting our 2021 attendance goal of 93.7% and 2022 goal of 94.26%, moving students closer to attainment, and positive behavioral and social-emotional outcomes.
Budget Description	
Tags	MTSS, CBE: Supports, Interventions, or Extensions, ODLSS: Behavior Support, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> (On-Track) We will create a menu of supports that outlines specific interventions for each goal area (Attendance, NWEA Math Growth, NWEA Reading Growth, and Social Emotional Supports) for Tier 1, Tier 2, and Tier 3. <p>Tags:MTSS, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) We will hold an MTSS professional development for all staff at the beginning of the year outlining the MTSS process at Doolittle, and facilitate monthly grade level meetings focusing on MTSS referrals for both academic and SEL concerns, interventions, and progress monitoring for Tier 2 and Tier 3 students. <p>Tags:MTSS, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) We will create a streamlined referral process for teachers, clinicians, partners, and parents to refer students in need of tiered supports. <p>Tags:MTSS, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> (On-Track) We will outline progress monitoring expectations and provide data forms for teachers, clinicians, and community partners in order to update stakeholders, and parents every 5 weeks about student progress through tier 1, tier 2, and tier 3 of MTSS interventions.

	<p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) We will host quarterly MTSS parent workshops, and create a process for communicating with parents when their child is identified as needing additional supports, what MTSS is, and how we are supporting their child in Tier 1, Tier 2, and Tier 3. <p>Tags:MTSS, MTSS: Family and Community Engagement, MTSS: Progress Monitoring</p>
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Strategy 6

If we do...	If we utilize the Restorative Practices approach with fidelity and perform Conscious Discipline techniques as one of our strategies
Then we see...	an increase in pro social behaviors within the school leading to more student problem solving, improved student to student and student to staff relationships, and safety within the school
which leads to...	decreasing the number of out of school suspensions in year one, and additional decrease in year two. It will also lead to a decrease in the number of misconducts resulting in fewer out of school suspensions in year one, and an additional decrease in year two. It will also lead to a decrease in the average length of out of school suspensions in year one, and an additional decrease in year 2. It will also lead to the safety of the school increasing from very weak to neutral in year one, and neutral to strong in year two.
Budget Description	
Tags	Supportive and Equitable Approaches to Discipline
Action steps	<ul style="list-style-type: none"> (On-Track) Introduce Conscious Discipline techniques as a part of Restorative Practices by purchasing books and e-Course for entire staff, bringing in a whole staff workshop, and training administration on rolling out Conscious Discipline techniques. <p>Tags:Supportive and Equitable Approaches to Discipline</p> <ul style="list-style-type: none"> (On-Track) Begin Conscious Discipline technique rollout by giving a staff pre assessment, establishing point teachers for each grade level, integrating Conscious Discipline techniques with the BHT as a part of the Behavior Health model, and having monthly professional developments covering a new book chapter each month during grade level meetings. <p>Tags:Supportive and Equitable Approaches to Discipline</p> <ul style="list-style-type: none"> (Not started) Assess the effectiveness of the Conscious Discipline technique rollout by collecting monthly data on teacher practices and office discipline referrals, a teacher post survey, and utilizing rubrics to evaluate implementation.

Action Plan

Strategy 1

On-Track Oct 22, 2020

We will create engaging lessons that contain rigorous learning, robust vocabulary, and DOK questioning to enhance learning so that students maintain focus during instruction.

Apr 21, 2020 to Jun 22, 2020 - All teaching staff, aides, SECAs, and administration

On-Track Oct 22, 2020

During summer planning, we will create PD for differentiated instruction for all staff and provide training during the beginning of the year PD week.

Jun 22, 2020 to Aug 31, 2020 - Administration & ILT

On-Track Oct 22, 2020

We will support teachers during GLMs with cycles of inquiry: analyzing current student data and creating action plans, analyzing student work, MTSS, and SEL

Apr 21, 2020 to Jun 22, 2021 - Administration & ILT

On-Track Oct 22, 2020

As a follow up, we will create an instructional rounds calendar to monitor instruction in classrooms.

Apr 21, 2020 to Jun 22, 2021 - Administration & ILT

Strategy 2

On-Track Dec 09, 2020

We will contact churches, local businesses, and other key community members to build partnerships. We will share with them our mission and vision and evaluate whether or not they have resources that can align and support our vision. We will then plan to meet quarterly to monitor the effectiveness of these resources.

Sep 08, 2020 to Sep 22, 2020 - Committee Chairs, PAC Liason, Admin

Strategy 3

Behind Dec 09, 2020

We will plan during the summer and in-service days for our parent workshops in alignment with our end of year goals. Then, we will facilitate these workshops in September and October to ensure parents understand our goals and the work we are doing to reach them.

Sep 08, 2020 to Sep 22, 2020 - PAC, Committee Chair

Strategy 4

On-Track Dec 09, 2020

We will create lessons that involve the intersecting of instructional disciplines so that collaborating teachers are able to use lessons that involve various learning methodologies and challenge students in their learning.

- All teaching staff, Aides, SECAs, and administration

During the summer, we will have the instructional coach and department chairs create sample cross curriculum resources and units to utilize for training teachers and staff.

-

We will have monthly staff PDs during GLM to train and support teachers in the creation and implementation of cross curriculum units.

-

On-Track Dec 09, 2020

The ILT will monitor instruction using learning walk throughs to gauge student engagement during the school day.

-

Strategy 5

On-Track Dec 09, 2020

We will create a menu of supports that outlines specific interventions for each goal area (Attendance, NWEA Math Growth, NWEA Reading Growth, and Social Emotional Supports) for Tier 1, Tier 2, and Tier 3.

Apr 13, 2020 to Jun 22, 2020 - Diverse Learning Department, Social Worker, and School Counselor

Not started Dec 09, 2020

We will hold an MTSS professional development for all staff at the beginning of the year outlining the MTSS process at Doolittle, and facilitate monthly grade level meetings focusing on MTSS referrals for both academic and SEL concerns, interventions, and progress monitoring for Tier 2 and Tier 3 students.

Jun 22, 2021 to Jun 22, 2021 - Administration, Grade Level Team Leads, Diverse Learning Department, Social Worker, and School Counselor

We will create a streamlined referral process for teachers, clinicians, partners, and parents to refer students in need of tiered supports.

Aug 31, 2020 to Feb 04, 2021 - Grade level team leads, Diverse Learning Department, Social Worker, and School Counselor

On-Track Dec 09, 2020

We will outline progress monitoring expectations and provide data forms for teachers, clinicians, and community partners in order to update stakeholders, and parents every 5 weeks about student progress through tier 1, tier 2, and tier 3 of MTSS interventions.

Feb 05, 2021 to Jun 22, 2021 - Grade level team leads, Diverse Learning Department, Social Worker, and School Counselor

We will host quarterly MTSS parent workshops, and create a process for communicating with parents when their child is identified as needing additional supports, what MTSS is, and how we are supporting their child in Tier 1, Tier 2, and Tier 3.

Aug 21, 2020 to Jun 22, 2021 - Administration, Case Manager, Clinicians, General education teachers.

Strategy 6

On-Track Dec 09, 2020

Introduce Conscious Discipline techniques as a part of Restorative Practices by purchasing books and e-Course for entire staff, bringing in a whole staff workshop, and training administration on rolling out Conscious Discipline techniques.

- Responsible Staff: Principal, Assistant Principal, Case Manager, Counselor, Social Worker, Behavioral Health Team, Teachers, SECAs, TAs, Security

On-Track Dec 09, 2020

Begin Conscious Discipline technique rollout by giving a staff pre assessment, establishing point teachers for each grade level, integrating Conscious Discipline techniques with the BHT as a part of the Behavior Health model, and having monthly professional developments covering a new book chapter each month during grade level meetings.

- Principal, Assistant Principal, Case Manager, Counselor, Social Worker, Behavioral Health Team, Teachers, SECAs, TAs, Security

Assess the effectiveness of the Conscious Discipline technique rollout by collecting monthly data on teacher practices and office discipline referrals, a teacher post survey, and utilizing rubrics to evaluate implementation.

- Principal, Assistant Principal, Case Manager, Counselor, Social Worker, Behavioral Health Team, Teachers, SECAs, TAs, Security

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.

The JRD community will develop and take ownership of this tool/document. It will be used as a guide for implementation to increase student performance and deliver high quality instruction in all grade level classrooms on a consistent basis. In doing so, we will complete a deep dive analysis of student data, in an effort to prioritize student needs as well as determining the root causes of the underlying issues that may be impacting student growth.

Currently, we are utilizing TRC & DIBELS to initiate the diagnostic process for all primary students (K-2nd). Primary benchmark assessments are determined through Fountas and Pinnell. We also used BOY Performance Tasks from CPS to create a data baseline for each classroom. We are pairing sequence aligned standards with pre-instruction diagnostics to strengthen our Middle school math curriculum. Our teachers are also committed to creating their own diagnostic at the beginning of the year.

Going forward, we will cross reference grade-level expectations with previous EOY and current BOY NWEA data and conduct a summer skills loss assessment. In primary, we will do the same but use TRC & DIBELS data instead. Based on previous data, we will be able to predict trends in our core subjects, such as reading and math. We will also conduct an SEL standards-based needs assessment along with family interviews that also assess family needs.

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

Academically, we want all students to have opportunities within our school that push them to proficient and advanced levels of achievement. We currently meet once a week in grade bands with administration, and teachers will use one of these meetings per month to meet with grade levels above and below them to vertically plan in their content area. Specifically for intermediate, we will departmentalize our content areas so that teachers are able to focus wholly on their content area and specialize their activities. With the

creation of our new MTSS team, which includes at least one general education teacher from each grade band, we will be able to more closely, accurately, and consistently progress monitor our students and plan based on their needs. At the middle of the year, we will continue having our performance management sessions so that teachers can fully analyze, evaluate, and discuss their efforts both individually and as a team. This collaborative effort will give us a space in which we reflect on whether or not the strategies we used were effective and how we can plan more efficiently in the future. We will also have Literacy, STEM, and Math nights in which students can put their work on display and receive celebration and feedback. For students to reach their full academic potential, we believe they need a strong support system that involves their parents/families. At the beginning of the year, we will create parent involvement contracts that communicate our vision for their involvement in their child's success. Teachers will also have systems in place to track their outreach and support for parents. We intend to have quarterly parent nights to have workshops, communicate expectations and academic progress, and overall increase our outreach efforts. Our Parent Advisory Committee will meet monthly to discuss school happenings and how we can best support our students. In addition to this, we also have a partnership with Parents Unlimited Incorporated that will provide weekly parent empowerment sessions, job training, and other resources for families. In order to strengthen our social emotional curriculum, we will do more proactive planning of specific staff members and resources needed for each classroom and gradeband. For our behavioral health model, we will be especially strategic with the supports we choose and plan for each classroom, including ancillary staff members assigned to classrooms and activities or SEL lessons chosen. We will also utilize PBIS with fidelity so that students are consistently aware of behavioral expectations. We intend to have a more unified set of behavioral expectations for all grade levels, such as hallway behavior. In order to best communicate these efforts, we will have "expectation stations" at the beginning of the year that all students will visit. We will continue to partner with community organizations to bring in outside support for our community. We will partner with Communities in Schools of Chicago, Ada S. McKinley, Together Chicago, and Adeler interns. Additionally, we will roll out Conscious Discipline throughout the school year.

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.

School-wide 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.

At JRD, we are currently implementing instruction using the following strategies:

Reading in motion

Wilson Reading

Heggerty Phonics

Elevate K12

In-house Scholastic Book Room

In-house Fountas and Pinnell Book Room

CPS Knowledge Center

Mclass-TRC

Teaching Strategies Gold

NWEA MAP Learning Continuum

Envisions Math

Middle School SEPUP science

Middle School CMP3 Math

Going forward, at JRD, we will continue with the above mentioned as well as implement the following strategies:

Wilson reading (Tier 3 reading intervention - intermediate and middle targeted readers)

Conscious Discipline training for staff

Purchase a Primary Basal reading program to support the deficiencies that may have occurred due to teacher mobility

Primary/Intermediate science curriculum (Pearson Interactive Science)
Schoolwide Social Studies curriculum (Newsweek/Time/Scholastic)
SEL curriculum - Catalyze, Everfi, Second Step
Technology curriculum /instruction for all students
Partner teaching across grade levels to increase student exposure to above and below grade level materials for both rigor and review

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).

At JRD, we are committed to the following strategies that currently address the needs of our students:

Communities in Schools addresses targeted needs for students - SEL

Referrals to Big Brothers, Big Sisters

Youth mentoring (individually and in a group settings)

Ada S. McKinley for MS academic needs, specific, and targeted 6th grade students, as well as college and career readiness for all middle school students

Dabney Behavioral Health Services - provided for high SEL needs, students at risk

Behavior Health Team to refer students for services, both academically and behaviorally

Lurie Children's Hospital funding to strengthen BHT

Behavioral Health Model - tier 1 intervention for all students to meditate, participate in circles, etc. at the start and end of the school day

Second Step SEL curriculum for K-5th grade classes

PBIS

Bright Star trauma counselors

Small groups with social worker, counselors, and Adler interns (grief counseling, girls groups, groups for low academics, college and career readiness)

School counselor pushes into classes, providing Tier 1 interventions around college and career readiness, coordinating High School and Career Days

Girls group with Ms. Arthur, targeted students exhibiting below level standardized assessment scores/grades or teacher anecdotes; also assistance by student request

Attendance incentives, weekly attendance data analysis to provide incentives for students with low-attendance to prioritize school attendance

ILT Instructional rounds

Daily small group instruction in math and reading for differentiated, specific instruction at all grade levels (2019-2020 Problem of Practice)

Partnership with CPS instructional effectiveness specialist Marva Hardeman for support with innovative teaching methods

Support from CPS Opportunity Schools

Coaches for Teach for America corps members (Hahn, Kelly, Knight)

Urban Initiatives after school targeted support groups for Reading, Math, and Science

Wilson Reading targeted tutoring in support of middle school diverse learners

Elevate K12 - targeted support for students based on NWEA reading and math scores

Reading in Motion- small group intervention

Targeted tutoring after school in Reading and Math from JRD staff

At JRD, we will continue utilizing the above mentioned reforms as well as implement the following strategies/reforms for our students:

Implementing Conscious Discipline as a schoolwide behavior management system

MTSS: implementing a more efficient system to assess, refer, and provide interventions for at-risk students

Ada S. McKinley: behavior/mental health support

Additional partnership beginning SY 20-21 for intense Tier 2 and Tier 3 interventions for up to 90 parents/students during the school day
Small groups and 1:1 for students in need of assistance
Root cause analysis and therapy with parents
College student tutors from IIT and Columbia College to assist in the facilitation of small group instruction
Instructional coach at JRD
Departmentalizing Intermediate grades for Reading/Math/Science
Dedicated School Counselor, free from case managing responsibilities, to provide interventions at all levels

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

At JRD, we are currently using the following strategies to attract high-quality, high-qualified teachers:
Opportunity Schools support
CPS job fairs
Utilizing the Culture and Climate team to acclimate and support new staff
Observation before panel interview then demonstration lesson
In-house Mentor teachers & CPS IES support
Phone screening of interested candidates
Beautification of the school
Quick postings of vacant positions onto the CPS database
We will continue to use the above strategies as we work to build relationships throughout the building, strengthening professional and personal support. Which in return will attract highly qualified individuals to join our team.

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.

Currently, all school staff members attend the following professional developments to ensure students meet state standards:

- Professional development on small group instruction led by the instructional leadership team
- Instructional rounds and staff debriefs on small group instruction practices
- SEL trainings provided by the school counselor, including:
 - Check-in/check out training
 - Calm classroom training
- Second Step social emotional learning curriculum training
- Resilience provides the "No Secrets" sexual health training in collaboration with the Imagination Theatre program for the school
- Developmental relationships training from Communities in Schools Chicago
- Ongoing Network 9 provided PLC, including:
 - 2nd grade
 - 6th grade
 - NWEA-specific
- Remote learning professional development
- Behavioral health team cohort and trainings
- Summits (Literacy and Math all grade levels)
- Preschool PLCs w/ teachers and TA's
- SECA series of trainings
- OLDSS professional development: Progress monitoring, handling challenging behaviors, and de-escalation training
- Security training series with CPS on restraint methods
- Grade level meetings to support continuous collaboration and training, including:
 - Trauma supports from Dabney

- Restorative justice virtually with Stevie Powell (SECAs in person before closure)
- Cycles of inquiry
- All-staff performance management sessions at middle of year provided opportunities for feedback from colleagues and problem solving
- Monthly case management training
- Quarterly school counselor training for SEL updates
- Monthly principal and AP meetings

Going forward, the school plans to continue the above professional development opportunities as well as provide the following opportunities for teachers and staff to participate in:

- Vertical planning between grade/levels & content areas
- All staff training
- Conscious Discipline training
- MTSS training
- PBIS
- Envisions
- Fountas and Pinnell
- SEL curriculum training (Pathways)
- Technology training for staff
- Best practice workshops and strategies on: Instruction, discipline, attendance, documenting, crisis management
- School policies training
- Team/Community building within the school
- Co-teaching training
- Parent training

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

Here at James R. Doolittle we understand the importance of working with our parents as equal partners. James R. Doolittle Elementary school will work to get parents more involved using both academic and social-emotional engagement strategies. In order to strengthen our academic partnership with our parents, JRD will host literacy nights, book fairs, and STEM nights. Our staff will advocate for parents to complete the volunteer application in the beginning of the school year. We will hold assemblies to celebrate student achievement in both academics, and with attendance. JRD will have middle of the year check-ins with both students and parents in 3rd-8th grade, to keep them up to date about their child's on track status. Classroom teachers will send home weekly/monthly newsletters to keep parents up to date about the work going on in their child's classroom, and also present multiple opportunities for parents to volunteer at the school in different capacities. When a child is referred for more support, teachers will meet with parents to explain the Multi Tiered System of Support (MTSS) process, and keep parents updated about their student's progress. JRD will also host a Special Education parent night to educate parents about the Individual Education Plan (IEP) process. Finally, the Parent Advisory Committee (PAC) will hold workshops for parents to help increase technology and computer literacy for both parents and students.

We also understand the unique needs of our community for Social and Emotional support in partnership with our school. To strengthen our social and emotional partnership with parents, JRD will start off the school year with a back to school meet and greet, as well as parent interviews for pre-k families. We understand that our community may need specific support, so we will partner with local agencies to offer parental support for social, behavioral and mental support in our building. School staff will make home visits to check in with parents about attendance, and celebrate students whose attendance goes up over the course of the school year. We will work to hire community members to be recess monitors. We will hold holiday celebrations after school to bring our community together outside of the usual academic setting. Parents will have access to job training over the summer through Addus. The PAC will hold celebrations to recognize parents who volunteer within our school. Communication is also key in having a

strong partnership with our parents. JRD will communicate with parents through notes home, email, a monthly newsletter, and robo calls, as well as through our website, Facebook page, Instagram, and Twitter.

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.

In order to assist preschool children in their transition to the JRD curriculum, JRD will continue to include the pre-kindergarten department in school wide meetings. The pre-kindergarten teachers will use vertical planning and collaborate with primary teachers regularly to make sure that students transitioning to the next grade level will be prepared with the necessary academic and social emotional skills. Pre-K students will have the opportunity to meet with older primary students for mentoring through activities like book buddies, mentorship, and other co-teaching activities. Pre-K students will participate in kindergarten shadow days at the end of the academic year in order to expose them to the kindergarten classroom setting. JRD will hold parent nights for incoming students to provide education regarding the expectations for kindergarten. JRD will complete parent interviews for pre-k students to identify any possible academic or social emotional needs.

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.

JRD recognizes the importance of giving teachers options in their classrooms. Teachers at JRD can select the assessments they use for students, as long as the assessments align to the Common Core State Standards. Teachers may use teacher created materials for both formative and summative assessments. Department teams will come together to decide the assessments that are best for each grade level. Teachers will use the data gathered from these classroom assessments to inform their future instruction. In the beginning of the year teachers are surveyed about the assessments they want to use in their classrooms. The administration supports the teachers by aligning the budget to support the materials needed for these assessments. Teachers also have the opportunity to select and attend professional developments that align to their individual professional growth goals, to support student achievement.

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

In order to address skills that students had not yet mastered based on students' NWEA scores, we organized groups and planned daily small group instruction. In addition to this, we also formatted RIT Band Days on Tuesdays and Thursdays in which our small groups specifically focus on one skill within their band that connects to whole group instruction. For more individualized support, our diverse learning team and select members from the ancillary staff provided push-in instruction.

In order to push our higher performing students, we utilize Elevate K-12 to enrich literacy and math instruction. We also provided differentiated homework, differentiated classwork, special projects, and significant rewards, such as lunch with our administration.

For both tutoring and enrichment, we structured academic after school programming through our Empowerment Grant, early morning programming, Reading in Motion small groups in our primary department, and classroom-based efforts, such as 2nd Grade ?Lunch Buddies? for the nonreaders in that classroom and lunchtime tutoring for middle school students.

In addition to these efforts, we conducted middle of year performance management sessions for teachers to present data, engage in self-reflection, and analyze the effectiveness of their small group structure and instruction. Teachers were able to offer collaborative feedback to each other and create tangible action steps for both low and high performing students. In these sessions and throughout the year in grade level meetings, we utilized data from test resources, such as NWEA student profile analysis and DIBELS, to

identify content area needs.

After conducting our mid-year data reviews from testing and classroom-gathered data, our administrative team led on-track conversations to engage and debrief both parents and students in student progress. Going forward, we will establish more pre-assessments to track data and communicate these efforts with parents at the beginning of the year. We will instill a more clear structure of progress monitoring created by our new MTSS team that will include at least one teacher from each grade band, our administration, our school counselor, and our DL team. This team will specifically focus on streamlining specific processes for supporting students in each tier of need, training on timely entry of data, engaging and communicating with parents about their child's place in the process, and creating professional development that is accessible to teachers and staff outside of the team. Specifically focusing on our school counselor, they will be freed of case managing responsibilities in order to provide interventions at each tier of need.

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

Coordination of these programs is of utmost importance. Currently, we introduce programs that impact Violence prevention with our Story Catchers series that includes music performances with middle school and talk-backs with the students on community violence as well as a "Mirror, Mirror in the Hall" workshop provided by Ada S. McKinley that reinforces self-esteem. Communities in Schools of Chicago provides attendance, behavior, and course performance support through case management and community partners that support our violence prevention and student achievement goals. We also support Nutrition / health programs with a Saturday nutrition cooking class for students once a month through the "Healthy Place" organization as well as the Heart Disease Lab through Museum of Science and Industry. Doolittle also facilitates adult programs such as:

- Lift: Adult job readiness program (case management for parents looking for job support, financial support)

Saturday adult classes provided by Parenting Unlimited - Real Talk Real Love: violence prevention, etc

Summer adult training - Addus Home Healthcare

The following sexual health and trauma programs are also provided:

CPS Sexual Health curriculum - K-8

Imagination Theater provides No Secrets show for the students as well as Professional development for staff in collaboration with Resilience Inc. on identifying sexual abuse and reporting.

Dabney Behavioral Health for students and parents (nutrition, violence)

Bright Star trauma room (staff, parents, students)

CCC college tours and HS info sessions are introduced to students as well as miscellaneous programs such as:

Big Brother Big Sister

ULTA beauty Self- Care for Self- Empowerment program

Passages Male Mentoring - resume writing with students, job training, etc.

Staff training on students in temporary living situations

Going forward, Doolittle will continue this sort of coordination by facilitating:

Continuation of current programs

Revamped trauma room

College tours for 7th and 8th grade

Healthy schools certification

Reacher higher Supportive School certification level

Ada S. McKinley (violence prevention programs, nutrition programs, etc.)

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 will be involved in the development and periodic review and revisions of the ESSA, Title 1 school parental involvement and policy via quarterly reviews, surveys, annual meetings, PAC and LSC meetings. We will provide information on policies and procedures pertaining to our school and the district at large. We provide opportunities for families to volunteer in order to build a strong parent community. Here at JR Doolittle we will give parents opportunity to support the schools vision, mission and operation effectively through activities including but not limited to participation on parent councils i.e. LSCs, PACs,

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

J,R Doolittle School Title 1 Annual Meeting will be held in September 2020 and the Title 1 PAC Organizational Meeting will be held in October 2020. Future PAC meetings will convene on the 3rd Wednesday of every month.

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

The school will immediately respond to suggestions from parents by working/collaborating with the administration and the Local School Council during the open forum portion of the meeting. Parents can work with the administrator of the Parent Advisory Committee (PAC). Provisions will be made for parents concerns to be addressed during the PAC , LSC, and Climate team meetings.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents will receive an academic assessments tools and the proficiency levels that students are expected to meet during the September PAC meeting, the LSC meeting and Annual Open House. The SQRP will be reviewed and shared with parents. Parents will also receive a student growth report which will provide them with their child's performance.

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.

Once a teacher has been identified as not "highly qualified", parents will receive a written letter informing them of the teachers status.

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.

At the beginning of the year, the principal will hold the State of the School Address and annual principals PAC meeting. During this time, she will discuss the CIWP, along with the state's academic content standards; the students academic achievement standards; the state and local academic assessments including alternate assessments. This information will also be shared at the LSC meeting and during Open House. Presenters will be invited to come to the school to talk to parents about various ways they can work with both their children and their child's teacher. There will be periodic meetings held to set goals for achievement and to monitor students on track status. These meetings will include instructional, support, and administration staff.

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.

Doolittle parents are encouraged to attend monthly workshops/activities during the PAC meetings, teacher led parent workshops. JR Doolittle has a strong PAC administrator whose responsibility includes literacy training and technology, empowering parents with resources/activities that will assist parents with helping their children succeed academically, socially and emotionally. Parents also receive training to build their own personal capacity i.e. educationally, employment marketability, overall healthy state of being. A monthly calendar will outline meeting dates,at home activities, and volunteer schedules.

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

The J.R Doolittle staff will engage in ongoing dialogue and professional development related to understanding the backgrounds/cultures of our community. We will develop and implement strategies to support staff in doing effective outreach to and communication with parents and members of our community.The school will host activities such as family literacy night,family math night,Scholastic book fairs,Muffins with Moms, Donuts with Dads, Classroom Celebrations, Students/Parents Awards

Assemblies, and Holiday Gatherings which engage not only JRD families but also the broader community . We also host events for parents to share with other parents on how the home and school compliment each other. A parent will be invited to serve on the school climate team. The PAC Chair will also serve as a liaison for the staff and parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The Prek team will host meetings with preschool parents to keep them abreast of Early Childhood policies and updates along with providing them with strategies to teach their child at home. The school will utilize additional resources provided through the Office of Early Childhood Education and Network support staff to further support and build capacity in our parents and families. The Early Childhood teachers will use various platforms to communicate how early learning extends beyond the classroom into the purview of the home and family.

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 will receive weekly, bi-weekly and monthly parent newsletters, flyers, marquee posts, phone calls, social media platforms, JRD school website, and messages via email. Parents will receive information during PAC and LSC meetings. Early Childhood Education Parents receive daily updates and feedback through multiple interactions with the classroom teachers and assistants.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic

achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

It is the mission of the staff at James R. Doolittle to provide all students with skills to meet the Illinois Common Core State Standards. The staff will develop a community of lifelong learners and healthy social beings. The staff will provide high quality public education to every child using rigor and authenticity while delivering instruction in all content areas. Our goal is to prepare each student for success in college, career, and civic life. Our mission is to ensure academic progress, financial stability and integrity. James R. Doolittle will recruit, hire, and retain highly qualified teachers and staff and engage in ongoing professional development that will enhance instructional skills. We will accomplish this through rigorous schedules of instructional rounds led by the school-based Instructional Leadership Team. We will also create and sustain a culture and environment that supports the Behavioral Health needs of all students.

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

Parent -Teacher conferences will be held on Report Card Pick-Up Days, which will take place in November and April of each year. Also, parent conferences will be held during teacher preparation periods, and special arrangements will be made to hold conferences before and after school.

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

Kindergarten through Eighth grade parents will receive training on how to access Parent Portal within the first five weeks of school during our Annual Community Open House and other parent involved activities. Our Early Childhood parents will receive training on Teacher Strategy Gold Checkpoints during this same time. All parents will receive progress reports every five weeks about their child's progress. Parents will also be informed of grade level standards and expectations, grading policies with a clear description of what 'meeting the standards' looks like. Throughout the year parents will be invited to attend various grade-specific Teacher/Parent meetings to discuss curriculum standards and expectations, to set goals and to receive feedback on their child's progress.

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

Parents will have access to staff during our Annual Back to School Bash (August), Open House (September) and Report Card Pick-ups in November and April. During the interim, parents are welcome to request and schedule conferences based on teacher availability (preparation periods, before and after school).

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

At the beginning of the year during Open House, Report Card Pick-Ups, PAC meetings, LSC meetings and throughout the school year parents will be encouraged to apply for CPS clearance so they may volunteer at the school and in their child's classroom. Upon CPS clearance, a schedule will be created and they will be allowed to select from a menu of activities and sign up for times they are available to volunteer at the school. Parents who are cleared by CPS will be allowed to serve as lunchroom monitors, help with recess, and assist teachers in the classroom along with being able to observe their children. Parents will also be encouraged to participate on field trips and in other school-wide activities.

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

Parents will make sure their children attend school every day, which will allow us to reach our yearly goal of 97% attendance. Parents will follow all guidelines for medical compliance for their child. Parents will assist in the child's educational process by reading to and with them for 30 minutes daily, helping with homework, enrolling them in after school programs, making sure their child adheres to school rules and all school policies (uniform policy, cell phone policy, student code of conduct, etc.)

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

We will encourage attendance at monthly PAC and LSC meetings. This will serve as a forum for parents to participate in decisions that relate to their child. There is a public comment section included on the agenda for every meeting to give parents an opportunity to voice any comments and concerns. During individual conferences with teachers and administration parents will have the opportunity to engage in dialogue on the progress of their child.

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

Students will attend school daily allowing us to reach our attendance goal of 97%. Students will be actively engaged in learning by completing all in class and out of class assignments. Students will respect themselves and show respect to their peers and all staff. They will follow the PBIS expectations and demonstrate what they learn from Second Step and other SEL platforms utilized by the school through their actions. Within the first five weeks of school, all students will participate in a goal setting conference with their teacher and other appropriate staff. Parents will be invited and encouraged to participate in these conferences. During these dialogues, goals will be established for academic, attendance and behavior performance. Ongoing progress monitoring with students and their parents will support the students in achieving their goals.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

(Goal) To increase effective communication skills and strategies (Activity) Parent workshops (Timelines) 4 part series

To understand their role on parent involvement Parent workshops on positive involvement in school Guidelines and procedures for volunteering Ongoing

To understand and navigate all school assessments and curriculum Parent workshops on Standards, expectations, grading, curriculum, Dibles, TSG, NWEA, formative and summative assessments Ongoing by ECE, Primary, Intermediate,

Upper

To understand Social Emotional Learning Parent workshops on SEL effects your child's learning 4 part series

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$300.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00
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)	\$300.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$300.00
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.	\$65.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$400.00

