

John Fiske Elementary School 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

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

- 2 - Leadership for Continuous Improvement
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 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)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** New administration is currently in the process of observing, establishing, and engaging with stakeholders in developing a shared vision. Administration is identifying lead teachers and individuals to lead specific areas of work that will lead to student and staff success. Administration is establishing systems that will support staff members in engaging in collaborative practices.
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 2 Design and implement school day schedules that are responsive to student needs
 - 2 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
 - 1 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Administration is collaborating with staff and lead teachers to review and re-evaluate current practices. All classrooms have instructional schedules that adhere to required minutes. Professional learning is aligned to the implementation of IB standards. The budget is aligned to support the current instructional focus and needs of students. All other areas are areas of focus as the new administration plans.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 2 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:** MYP structures and implementation of practices are consistent and reflective of student growth date. PYP systems and structures/resources are developing and being supported by coordinators at the school and district level.
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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:** Sound consistent instructional practices are implemented in pockets within the school and vary by grade-level and content. Teachers are provided with cycles of informal observations outside of REACH.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 1 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 1 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:** Administration along with the newly established ILT will begin to explore balanced grading assessment practices and design a school-wide protocol.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 1 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)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Administration is in the process of assembling a functioning MTSS team to implement interventions with fidelity.
- 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
 - 2 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:** Through the IB framework MYP students are exposed to career and college readiness instructional activities. The counseling position is currently vacant which is posing a challenge to provide SEL/Career Counseling instruction.

Quality and Character of School Life

- 2 - Relational Trust
 - 1 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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

- **Evidence:** Due to the unexpected transition there is a need for staff and students to engage in activities that will lead to the development of relational trust. Student SEL needs contribute the lack of student relational trust peer to peer and student to adult. Stability of staff is a major concern and the ability to staff key positions in the school (counselor, security, special education teacher, functioning LSC).
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Students are exposed through the IB program standards. Students in MYP are engaged in curriculum that cover identities, civics, and current political and world events.
- 2 - Physical and Emotional Safety
 - 2 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)
 - 2 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:** Structures and systems are currently being established and implemented.
- 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:** Currently working with the network SEL specialist to re-establish SEL practices that will support expectations that have been developed and shared with students and families. Training staff members and families on SEL practices and Restorative practices.
- 2 - 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)
- 2 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:** Leverage the services and activities provided by Fiske Child Parent Center. Engage parent workers to establish relationships with staff and administration. Administration is building relationships with all stakeholders. Strategically utilizing partnerships to engage parents and build community relationships.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
2	Quality and Character of School Life: Family & Community Engagement	4
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Relational Trust	2
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	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	Tier one instruction throughout all grade levels
Root Cause 1	Lack of rigor, best instructional practices, and pedagogy in areas of content
Area of Critical Need 2	Literacy and Math growth and attainment among students with IEP's
Root Cause 2	Lack of professional development around instructing students with IEP's and common planning time among teachers.
Area of Critical Need 3	Culture and Climate
Root Cause 3	New administration and lack of identification of a common vision
Root Cause 4	Inconsistent implementation of an aligned curriculum in Reading
Root Cause 5	Lack of professional development to support best practices and differentiation of instruction

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: National School Attainment Percentile - Reading (Grade 2) SY 18-19 the reading grade 2 attainment percentile was only in the 8th percentile.	African American		15.00	30.00
	African American Male		15.00	30.00
	African American		15.00	30.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Math (Grade 2) SY 18-19 the math grade 2 attainment percentile was only in the 8th percentile	Overall		15.00	30.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) Sy 18-19 the reading (3-8) growth 58 percentile	African American		65.00	75.00
	Overall		65.00	75.00
SQRP: National School Growth Percentile - Math (Grades 3-8) SY 18 -19 the math (3-8) Growth 65 Percentile	African American Female		75.00	80.00
	Overall		75.00	80.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) SY- 18-19 National School Attainment was 42 Percentile	African American		50.00	65.00
	Overall		50.00	65.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Maintain and implement systems and structures that will assist in sustaining a well organized status.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	To continue to foster high levels of relational trust, we will look for opportunities where students and teachers can collectively make decisions and where students have the opportunity to take leadership roles among their fellow classmates.
Then we see...	Teachers will focus on way to improve their relationships with students and students will take ownership of their actions and learn leadership traits in through this process.
which leads to...	This will lead to high levels of trust between the students and the teachers and administration which will result in an environment where students feel safe and cared for.
Budget Description	Regularly scheduled team building meetings for staff, students, and parents/community members Ext. Day - Buckets, Professional Development Consultants/vendors, and Supplies.
Tags	Relational Trust, FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> • (Not started) Fiske will re-engage our Student Council for the 20-21 school year. This will allow for student voice and student ownership. Tags:Relational Trust • (Not started) Students will identify and plan class projects for the 20-21 school year that support MYP Community projects. Tags:Relational Trust • (Not started) Staff will host listening tours, town hall meetings, and morning meetings to support honoring students needs. Tags:Relational Trust

Strategy 2

If we do...	The ILT will continue to meet and focus on instructional goals and strategies that are taking place in the classroom. A few of the specific cohesive strategies that will be implemented next year will include but not limited to; Gradual Release, Reciprocal Teaching, Student to Student Discourse, Cooperative Learning for the 20-21 school year.
Then we see...	Through the ILT leadership team, we will see more recognition of teachers skills and abilities and also the development of new teachers in the building.
which leads to...	This will lead to increased rigor in the classroom as well as continual implementation of effective teaching strategies which will result in high student growth and attainment.
Budget Description	Investment in Professional development in house, district sponsored, and consultants. Purchase of reading curriculum K-8.

Tags	Curriculum, Instruction, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) The ILT will perform a member walk-through to observe classroom and provide feedback to colleagues <p>Tags:Curriculum, Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) ILT will create a survey that will be sent to staff in regards to concerns or areas of improvement needed in instruction as well as future needs in the area of professional development. <p>Tags:Curriculum, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) ILT will create a staff recognition process to highlight teachers who are skilled in instructional strategies or possess leadership qualities. <p>Tags:Curriculum, Teacher Leader Development & Innovation: Distributed Leadership</p>

Strategy 3

If we do...	Analyze evaluate our school and local data to inform our development of a comprehensive year long professional development plan.
Then we see...	the immediate professional development needs of our staff in the areas of:Effective leadership, collaborative staff, rigorous instruction, engaging and supportive environment (partnerships), and involved families.
which leads to...	Students being provided a well rounded academic and social emotional school experience leading to college and career readiness.
Budget Description	Professional development, curriculum, technology, and partnerships.
Tags	Curriculum, Instruction, Family & Community Engagement, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Establish a data team who meets regularly Continue to engage ILT Increase participation in our Child Parent Center activities and classes Continued work with reliable partnership <p>Tags:Instruction, Equity: Inclusive Partnerships, FACE2: Community Partnerships, Teacher Leader Development & Innovation: Teacher Teams</p>

Strategy 4

If we do...	Provide targeted and requested support in the areas of parent/family needs in the forms of training, workshops, hands on experiences, and ongoing social emotional needs.
Then we see...	Increased parental involvement that supports students academic and social emotional growth and overall well being.
which leads to...	the school achieving, displaying and maintaining a culture of high expectations and standards by all stakeholders.
Budget Description	Partnerships that are willing to invest funding to support implementation
Tags	Structure for Continuous Improvement, Family & Community Engagement, CIDL: Digital Learning, SSCE: Inclusive decision-making
Action steps	<ul style="list-style-type: none"> (Not started) Creation and implementation of survey, needs assessment Tags:Family & Community Engagement, FACE2: Community Partnerships, FACE2: Volunteer

Action Plan

Strategy 1

Fiske will re-engage our Student Council for the 20-21 school year. This will allow for student voice and student ownership.

Sep 11, 2020 to Jun 04, 2021 - Mrs. Ford and Ms. Scott

Students will identify and plan class projects for the 20-21 school year that support MYP Community projects.

Sep 28, 2020 to Sep 28, 2020 - Mrs. Ford, Counselor, all teachers

Staff will host listening tours, town hall meetings, and morning meetings to support honoring students needs.

Sep 28, 2020 to Sep 28, 2020 - Administration, Counselor

Strategy 2

The ILT will perform a member walk-through to observe classroom and provide feedback to colleagues

Aug 25, 2020 to Jun 04, 2021 - ILT/Leadership

ILT will create a survey that will be sent to staff in regards to concerns or areas of improvement needed in instruction as well as future needs in the area of professional development.

Sep 14, 2020 to Sep 14, 2020 - ILT/Leadership

ILT will create a staff recognition process to highlight teachers who are skilled in instructional strategies or possess leadership qualities.

Sep 14, 2020 to Sep 14, 2020 -

Strategy 3

Establish a data team who meets regularly Continue to engage ILT Increase participation in our Child Parent Center activities and classes Continued work with reliable partnership

Aug 25, 2020 to Jun 04, 2021 - ILT Leadership Team Parent Teacher Lead Coaches Additional Stakeholders

Strategy 4

Creation and implementation of survey, needs assessment

Sep 21, 2020 to Jun 04, 2021 - Child Parent Center Lead School Community Rep

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.

Fiske will implement a comprehensive MTSS program that includes a focus on exemplar tiered instruction as well as small group instruction throughout all grades. We will also develop and ensure a school-wide intervention protocol to be executed for all learners.

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

Fiske ILT will engage in ongoing data analysis inclusive of reviewing local, district, and state data. The data that will be analyzed will include review of student work samples, data obtained from peer classroom observations and intentional coaching. In addition the ILT will engage in a professional development cycle inclusive of shared learning, planning and practice, and student progress monitoring.

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.

Fiske will implement a comprehensive MTSS program that includes a focus on exemplar tiered instruction as well as small group instruction throughout all grades. We will also develop and ensure a school-wide intervention protocol to be executed for all learners.

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).

Fiske will implement a comprehensive MTSS program that includes a focus on exemplar tiered instruction as well as small group instruction throughout all grades. We will also develop and ensure a school-wide intervention protocol to be executed for all learners. We will use outside partners to support the work and collaborate with school staff to ensure students and families are supported. (BAM, SSEA,HELP)

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

Fiske will utilize partnerships with local universities teacher education programs, host student teaching fellows, and work closely CPS's teacher quality department.

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.

Fiske will complete a needs assessment and analyze local school data to design a robust professional development plan that will address the differentiated needs of all stakeholders. This plan will be supported by our University partners and central office.

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

Fiske will utilize our parent room and resource teacher to provide support and resources for parents and families to address their personal and children's literacy needs.

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.

Fiske will engage with families early on during the school year to support them in transitioning to the elementary program. We will attempt to retain our early childhood students at our school and provide a step up to kindergarten program during the summer prior to them enrolling.

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.

Fiske will engage teachers during grade level meetings to review assessments and build a balance assessment and grading protocol.

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.

Fiske teachers and staff will implement a structured MTSS Menu of supports which includes, differentiated small group instruction, intervention block, peer to peer academic interactions/student feedback, teacher feedback, and adjustments to ongoing action steps.

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.

Fiske will continue our partnership with the Greater Food Depository/Health Kids Market, DHS, SPARK, and other sustainable partnerships. We will also seek to gain local community based partnerships to address any other areas of need.

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.

Fiske Administrators will hold two meetings per school quarter through which they will solicit parent participation in those meetings to develop, review, and revise the NCLB, Title I school parental involvement plan and policy and the school improvement plan.

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

The Annual Title 1 and Organizational Meeting will be held on September 24, 2020

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.

Fiske shall devise a packet of information inclusive of Title I program information which describes and explains the curriculum, academic assessments tools used to measure children's progress, and the proficiency levels students are expected to meet. This packet will be available to parents during school enrollment and throughout the school year.

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

The school shall appoint a staff representative whose responsibilities shall include interaction with parents about their concerns and suggestions, as well as insurance of appropriate parent participation about decisions that impact the education of their children. This representative shall also delineate the parent concerns and suggestions to administration, so that they may be raised and follow-up/resolution shall occur in the appropriate forum with the appropriate parties having input in the process. In that regard the representative shall act as liaison and facilitator in that process.

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.

Fiske Administration shall closely monitor the qualifications and credentials of teachers with regard to "highly qualified" as defined in the Title I Final Regulations. When a teacher is identified as not "highly qualified" and children have been assigned to that teacher for teaching and learning for at least four consecutive weeks, administration shall disseminate that information in letter format to parents informing them of the not "highly qualified" status of their children's teacher. Parents will also be given opportunities to comment and respond to this information by contacting the school and making it known that they wish to do so

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.

Fiske Administration shall provide a forum for presentation and discussion of the information in the Title I packet which includes academic content standards, state's student academic achievement standards, and state and local academic assessments including alternate assessments, Title I Part A requirements and how to work with educators and monitor child's progress. This forum shall include but not be limited to NCLB Title I meetings PAC and LSC Meetings, as well as parent/teacher conferences.

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.

Fiske Administration shall provide a forum to provide information, resources, materials, and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement and to encourage increased parental involvement. The form shall include but not be limited to NCLB Title I meetings, PAC and LSC meetings, as well as parent/teacher conferences.

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.

Fiske Administration shall Educate all staff in the value and utility of contributions by parents and in how to reach out to communicate and work with parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents during teacher staff meetings, career service staff meetings, Non-academic staff meetings, workshops, and seminars.

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.

Fiske Administration will coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, and other programs to encourage and support parents in participation in their children's education through collaboration and coordination with Fiske teachers and support staff who participate in these programs to determine appropriate scheduling and forums for such parent participation.

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.

Fiske Administration shall disseminate information regarding parent programs, meetings, and other activities in hard copy report format at intervals that immediately follow said meetings and activities via school bulletin boards and informational kiosks.

Policy Implementation Activities

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

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

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

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

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

N/a

School-Parent Compact (Complete)

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

The vision of John Fiske Elementary School is to provide a world-class education for all students, preparing them for college and career ready opportunities in a 21st Century global society. The mission of the John Fiske Elementary School is to meet the diverse needs of all children by providing a rigorous, high quality, instructionally focused education that is technologically enhanced to positively impact student achievement.

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.

Fiske Administration shall hold an annual meeting during school hours and another during after school hours to inform parents of the school's participation in NCLB, Title I programs. These meetings will be held on a date occurring within the first 4 weeks of the school year. At that time the delineation of the types of meetings and tentative scheduling times and dates for those meetings will be disseminated and shall include and not be limited to information regarding PAC, NCLB, and School Improvement. The Title 1 Annual meeting and Organizational Meeting will be held on September 24, 2020.

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

Fiske School will provide parents with five week, benchmark, and ten week reports delineating the academic progress of their individual children. Summative reports concerning benchmark assessments and State testing of Fiske students shall also be provided to their parents upon being made available to Fiske School

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

Fiske Administration shall provide a forum by which parents may access staff before, during, and after school hours. Parents may notify the school office of their request for teacher conference, and by so doing; teachers will be notified of the parents' request. Teachers are then required to follow-up with the parent to arrange the conference with the parent. When a parent presents at the school with an urgent concern, Fiske Administration may/shall provided as warranted and deemed appropriate by administration, an immediate conference with the parent by relieving that teacher for participation in the conference.

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

Fiske Administration shall provide parents opportunities to volunteer and participate in their children's classes and activities upon request and with appropriate scheduling by the classroom teacher or appropriate notification to the classroom teacher by administration. Also, parents may be solicited by administration and/or the classroom teacher to observe their child or shadow their child during classroom activities.

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

Fiske Administration has delineated its expectations by which parents will assist student learning. These expectations include monitoring attendance, monitoring homework completion, shadowing students to promote in school academic learning, and participation in in-school and out of school academic learning and activities.

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

Fiske Administration has provided several forums by which parents can participate in decisions relating to the education of their children. These forums include but are not limited to parent/teacher conferences as arranged by/with the classroom teacher, NCLB meetings, LSC Meetings, PAC meetings, seminars, and workshops as scheduled.

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).

Fiske Administration has delineated its expectations by which students will share the responsibility for improved student academic achievement. These expectations include punctuality and good attendance, presenting with a positive attitude for learning each day, participating in class activities, presenting with the tools necessary to participate in classroom activities, acquiring and applying academic strategies that will lead to skills, following up with extended activities outside of school which support in-school academics, completing research and projects, and performance of reading and learning outside of the classroom.

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.

To increase parental involvement and provide more parental 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.	\$800.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
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)	\$400.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1261.00
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
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