Irvin C Mollison Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Valencia Barnes	Principal	vchudson@cps.edu	No Access
Adele Jones	IB Coordinator	amjones8@cps.edu	Has access
Georlette Peavy	Math Specialist	grrichardsonpeav@cps.edu	Has access
Kate Ebisi	Teacher	keebisi@cps.edu	No Access
Nicole Humphries	Teacher	ncgreenup@cps.edu	No Access
Kourtney Knox	Counselor	klknox1@cps.edu	Has access
Paula Daniels	Case Manager	pmrogers@cps.edu	No Access
Linda Thomas	Teacher	ldthomas2@cps.edu	No Access
VonDietra Butler	Teacher	vbutler@cps.edu	No Access
Ruby Booth	Teacher	rsparnell-booth@cps.edu	No Access
Cathy Dale	Community	scathy616@att.net	No Access
Yolanda Redman	Parent	yolanda.redman@att.net	No Access
Tresa Razaaq	Parent	tresadouglas@gmail.com	No Access

Team Meetings

Date	Participants	Topic
01/30/2020	All ILT	SEF Evaluation

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)
  - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 2 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**:
- 2 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 1 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
  - 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
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 1 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- o 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
- o 3 Curriculum connects to real world, authentic application of learning
- o 4 Curriculum is aligned to expectations of the standards
- o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 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
- o **Evidence**:
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 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
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 1 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
- 1 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)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)

- o 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)
  - o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 1 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)
  - o 1 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 2 - Transitions, College & Career Access, & Persistence
  - o 1 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)
  - o 1 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community

- o 2 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 2 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 2 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)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**3**
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
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: Supportive and Equitable Approaches to Discipline	**5**
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	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**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	ELA attainment for students 2-8 (including DLs)
Root Cause 1	Lack of consistency with knowledge and capacity for instruction within the building for reading
Area of Critical Need 2	Math attainment for students 2-8 (including DLs)

Root Cause 2	Lack of consistency with knowledge and capacity for math instruction within the building
Area of Critical Need 3	MTSS strategies used with fidelity schoolwide
Root Cause 3	There is no identified team to support the school with MTSS
Area of Critical Need 4	Attendance percentage of 95%
Root Cause 4	There is lack of parental involvement
Area of Critical Need 5	Students exceeding/meeting growth over the national norm
Root Cause 5	There is lack rigor and preparing students for college

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
Vision: NWEA Attainment G2-8 (Reading)	Overall		50.00	55.00
Students need to be on grade level in order to be college and career ready	Students with IEPs		15.00	20.00
Vision: NWEA Attainment G2-8 (Math)	Overall		40.00	45.00
Students need to be on grade level in order to be college and career ready	Students with IEPs		10.00	15.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		60.00	70.00
Students should be growing over the national norms when there is high quality teaching and learning going on. Data driven culture will support a higher growth percentage	Students with IEPs		60.00	70.00
Vision: Attendance Rate	Overall		94.50	95.00
Our attendance rate has been trending higher annually and even exceeded the district's goal for our school. However, the percentage has not been higher than 94.5% in the history of the SQRP rating for attendance.				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The school culture will continue to improve structually, organizationally, and instructionally . Need consistent practices for discipline					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
MTSS strategies executed with fidelity schoolwide (Blank)					

Strategies

Strategy 1

If we do...	Provide time and other resources for teachers to collaborate effectively in the implementation of Pre-Kindergarten, K-5 and IB-MYP programme. (Teaching support 3)
Then we see...	Increased teacher collaboration, reflection on student mastery of concepts, increased higher level thinking and differentiated tasks
which leads to...	Students taking ownership of their learning through student led projects and inquiry in Pre-Kindergarten, K-5, and the MYP instructional core.
Budget Description	Funds for professional development. Funds for Digital and non-digital resources. Money set aside for subs to implement peer observation/PD/critical friend groups.
Tags	Curriculum, Instruction, Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Budget & Grants, CIDL: Digital Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Science: Equitable Access, Teacher Leader Development & Innovation: Teacher Teams, Math: Student Discourse, Math: Equitable Access

Action steps	(Not started) 100% of teachers will complete summer planning sessions for unpacking the new IB standards (MYP programme only), scope and sequence, and unit planning . Tags:Curriculum, MTSS: Curriculum & Instruction (Not started) The school allocates dedicated and scheduled and/or timetabled time for teachers? collaborative planning and reflection. Tags:Leadership for Continuous Improvement, Instruction (Not started) Utilize peer observations twice a quarter by creating critical friend groups to analyze and examine student work, develop five-week assessments and rigorous tasks at all grade-levels, increase student-led projects reflected in curriculum maps and instruction Tags:Instruction

Strategy 2

If we do...	Create an Multi Tier System of Support (MTSS) and Behavior Health (BHT) team to draw partnerships and meet frequently to develop a comprehensive intervention plan schoolwide
Then we see...	equity across all grade levels for MTSS and BHT
which leads to...	The vertical alignment of academic, behavioral and social emotional learning
Budget Description	Funds for professional development, Time to meet with partners
Tags	MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	(Not started) Create the teams Tags:MTSS: Shared Leadership (Not started) Identify Partners Tags:MTSS: Family and Community Engagement (Not started) Professional Development Tags:MTSS

	• (Not started) create, implement, and execute a monitoring cycle to insure fidelity of initiatives. (cycle- assessment, plan, implement, monitor, action) Tags:MTSS • (Not started) investigate and explore BHT at other schools Tags:MTSS

Strategy 3

If we do...	The school identifies and allocates space and resources to support social, emotional, and physical well-being of its students and teachers. (Student Support 3)
Then we see...	A shift in culture that create a positive and dynamic learning community, a decrease in student incidences, active staff supervision, student initiated and student-led improvement initiatives, and students who work together to propose/advocate for solutions.
which leads to...	Increase in student and staff morale and achievement, an increased score of strongly agree/agree on Five Essentials "Supportive Environment" score, and increased school stakeholder involvement.
Budget Description	Funds for incentives, professional development and training for deans
Tags	Physical and Emotional Safety, ODLSS: Behavior Support, Safety & Security
Action steps	• (Not started) 100% implementation of school-wide restorative strategies and SEL programming (Second Step) or a program that can support SEL and discipline Tags:Physical and Emotional Safety, Safety & Security • (Not started) 100% of teachers and staff will be provided professional development on restorative practices Tags:ODLSS: Behavior Support, Safety & Security • (Not started) Develop a school-wide PBIS program that decreases student misbehavior by 20% by creating school wide consistent policies, monitor implementation, use restorative practices, and utilize a school-wide PBIS program Tags:Physical and Emotional Safety, ODLSS: Behavior Support • (Not started) In late August, administration and climate and culture team will identify differentiated sections of the shared text to read. During the first semester, teachers will participate in a restorative practice jigsaw book study and facilitate engaging presentations at monthly flexible professional development

| | meetings.During the second semester, teachers and support staff will transfer new learning to students through SEL instruction and community/civics units.

Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices |
|---|---|

Strategy 4

If we do...	Facilitate parent workshops, training for parents to support students academically, provide classes to support continuing education, and host family nights/activities
Then we see...	An increased collaboration in family and community involvement and growth
which leads to...	the development of the whole child and the entire school community
Budget Description	Funds for parent volunteers(2), Funds for workshops/training, and money for activities
Tags	Family & Community Engagement, FACE2: Parent Engagement, FACE2: Title 1 PAC, FACE2: Volunteer
Action steps	• (Not started) Connect with parent groups to take the lead

  Tags:Family & Community Engagement, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Volunteer

• (Not started) Survey parents' interests and needs

  Tags:Family & Community Engagement

• (Not started) Form a Parent Mentor Program

  Tags:FACE2: Parent Engagement, FACE2: Volunteer

• (Not started) Recognition for Community Partners and support members

  Tags:FACE2: Community Partnerships |

Strategy 5

If we do...	Expose students to various college and career opportunities, have students set goals and aspirations for the future by educating them on the expectations, and provide rigorous instruction that fosters a growth mindset for success
Then we see...	more students eligible for selective-enrollment and/or vocational/career academy high schools, a higher number of students prepared for high school and college, and an increase of students on track

which leads to...	An increase of student acceptance and completion of high school and post-secondary endeavors
Budget Description	Funds for college tours. Funds for high school and college fairs. Resources for college and career paraphernalia/pennants. Money for career and college incentives.
Tags	Transitions, College & Career Access, & Persistence, Family & Community Engagement, ECCE: Career and Technical Education, Equity: Inclusive Partnerships, Equity: Targeted Universalism, MGIB: IB, OSCPA: College and Career Readiness
Action steps	• (Not started) Set up High School and College Tours Tags:OSCPA: Postsecondary Pathway Advising & Planning • (Not started) Plan and Execute High School, College, and Career Fairs Tags:OSCPA: Learn.Plan.Succeed. • (Not started) Facilitate student Led College Research and Presentations Tags:Transitions, College & Career Access, & Persistence, OSCPA: Postsecondary Pathway Advising & Planning • (Not started) Create smaller class sizes for students to facilitate small group instruction where applicable Tags:OSCPA: Academic Advising, OSCPA: Social/Emotional Support • (Not started) Host workshops for test prep, educate students on importance of grade point averages, expose students to high school and college admissions requirements Tags:Transitions, College & Career Access, & Persistence, OSCPA: Postsecondary Pathway Advising & Planning • (Not started) Host academic competitions to increase students' knowledge and skills in various content areas Tags:OSCPA: Academic Advising, OSCPA: Learn.Plan.Succeed. • (Not started) Synchronize the test prep workshops with the selective enrollment calendar Tags:Transitions, College & Career Access, & Persistence, OSCPA: Academic Advising, OSCPA: Learn.Plan.Succeed.

Action Plan

Strategy 1

100% of teachers will complete summer planning sessions for unpacking the new IB standards (MYP programme only), scope and sequence, and unit planning .

Jun 22, 2020 to Aug 21, 2020 - Teachers, IB Coordinator

The school allocates dedicated and scheduled and/or timetabled time for teachers? collaborative planning and reflection.

Oct 01, 2020 to May 31, 2021 - IB Coordinator, Department teams

Utilize peer observations twice a quarter by creating critical friend groups to analyze and examine student work, develop five-week assessments and rigorous tasks at all grade-levels, increase student-led projects reflected in curriculum maps and instruction

Aug 24, 2020 to Jun 18, 2021 - All Staff

Strategy 2

Create the teams

Jun 23, 2020 to Jul 01, 2020 - Admin, ILT, Teacher leaders, Staff, CPS support

Identify Partners

Jul 01, 2020 to Aug 05, 2020 - MTSS, BH Team

Professional Development

Aug 17, 2020 to May 28, 2021 - MTSS, BH Team and CPS Support

create, implement, and execute a monitoring cycle to insure fidelity of initiatives. (cycle-assessment, plan, implement, monitor, action)

Jul 01, 2020 to Aug 31, 2020 - BH Team

investigate and explore BHT at other schools

Jun 01, 2020 to Aug 31, 2020 - BH Team

Strategy 3

100% implementation of school-wide restorative strategies and SEL programming (Second Step) or a program that can support SEL and discipline

Jul 01, 2020 to Jun 18, 2021 - All Staff

100% of teachers and staff will be provided professional development on restorative practices

Jul 01, 2020 to Jun 18, 2021 - All staff and relevant partners

Develop a school-wide PBIS program that decreases student misbehavior by 20% by creating school wide consistent policies, monitor implementation, use restorative practices, and utilize a school-wide PBIS program

Jul 01, 2020 to Jul 24, 2020 - All Staff

In late August, administration and climate and culture team will identify differentiated sections of the shared text to read. During the first semester, teachers will participate in a restorative practice jigsaw book study and facilitate engaging presentations at monthly flexible professional development meetings.During the second semester, teachers and support staff will transfer new learning to students through SEL instruction and community/civics units.

Aug 24, 2020 to Dec 04, 2020 - All Staff

Strategy 4

Connect with parent groups to take the lead

May 06, 2020 to Jun 17, 2020 - PAC and LSC

Survey parents' interests and needs

Jun 17, 2020 to Jun 30, 2020 - PAC, LSC and Admin

Form a Parent Mentor Program

Aug 24, 2020 to Jun 21, 2021 - PAC, LSC, Partners, Parents

Recognition for Community Partners and support members

-

Strategy 5

Set up High School and College Tours

Oct 01, 2020 to May 29, 2021 - Counselor and MYP Team

Plan and Execute High School, College, and Career Fairs

Jul 01, 2020 to Jun 11, 2021 - Counselor, Teachers, Staff

Facilitate student Led College Research and Presentations

Dec 02, 2020 to Feb 26, 2021 - Counselor, Intermediate, MYP Teams

Create smaller class sizes for students to facilitate small group instruction where applicable

Aug 24, 2020 to Jun 18, 2021 - Admin, Teachers

Host workshops for test prep, educate students on importance of grade point averages, expose students to high school and college admissions requirements

Aug 24, 2020 to Jun 25, 2021 - Counselor

Host academic competitions to increase students' knowledge and skills in various content areas

Aug 24, 2020 to Jun 18, 2021 - Counselor, Grade Level Leads

Synchronize the test prep workshops with the selective enrollment calendar

Sep 08, 2020 to Jan 29, 2021 - Counselor, Teachers, Partner, Admin

Fund Compliance

ESSA Program

[ ]

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.

[X]

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 school annually reviews 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.
Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.
(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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 are welcome to come and volunteer if they have the background and approval from CPS. Sign up sheets and badges for volunteers are available
upon entry. PAC will be rebuilt and sustained to support with parental engagement. Recruit parents throughout the year at school-wide parent events.

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

We will accomplish an annual meeting at the Parent Town Hall Meeting. The tentative Title 1 and LSC meeting will be Wednesday, Sept. 23, 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.

We will hold Quarterly workshops to explain the Title 1 program to parents.

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 PAC will address the Principal with any concerns/suggestions. The Principal will have 48 hours to address that concern/suggestion

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.

The school will send letters home to notify parents if a classroom is being taught by a teacher who is not highly qualified

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.

The school will have a Town Hall Meeting or Parent Night in the fall to share this information

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Through parent workshops sponsored by the PAC we will assist parents in working with their children to improve academic achievement.

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 school and the PAC will look into engaging with community partners to facilitate a staff and parent workshop at the
beginning of the year. Teacher/Parent Day to be held at the beginning of the year.

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.

We currently have an all day pre-K program. There will a plan place for parent mentoring.

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.

Through newsletters, school website and robocalls parent information will be shared. We will also begin gathering updated email addresses as another way to
communicate with parents.

Policy Implementation Activities

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

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

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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.)

We are a school that nurtures and develops the whole child to become an independent and productive global citizen. All students will be provided a high
quality education that enhances skills of critical thinking, perseverance and reflection, in order to become life-long learners prepared for high school, college,
careers and beyond.

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.

The school will hold parent-teacher conferences on the assigned district days. In addition, parent teacher conferences will be held on an as needed basis.

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

In addition to the 5-week progress report and end of the quarter report card, teachers will share a remediation plan if a child is off track(receives two failing
grades in a row). Teachers will also encourage parents to monitor parent portal. Parents needing access to parent portal will be connected to it at report card
pick up. Teachers will ensure grades are updated by Monday morning of each week.

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

In addition to being able to meet with staff before and after school, teachers will also provide their email address and any other contact information to
parents. Teachers will include this information in a welcome letter at the beginning of the school year. Teachers and parents can meet in the teacher's
classroom. There will be an orientation and open house in the beginning of the year.

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

The school will provide a list of volunteer opportunities throughout the school day. We will get parent contact information at Fun Day and other school-wide
events.

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

The PAC will sponsor workshops that will show parents how to better support their child's learning.

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

Parents will consult with the school through PAC, LSC meetings and a parent suggestion box. Parent suggestions will initially be opened by the PAC and
shared with administration on a weekly basis.

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).

The school has a student pledge/creed. The first week of school, teachers will teach this pledge/creed. Students will then sign as a pact. If a student has a
discipline issue, they will use the creed/pledge as a restorative practice/reflection. ALL MYP students have a binder to keep them organized and ensure they
are prepared for classes daily.

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.

Increase parental involvement, a parent homework help room in the evenings, build teacher/staff relationships and parent workshops on improving parenting

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

Account(s)

Description

Allocation

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.	$600.00
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)	$700.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$35.00
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 by used only by parents.	$400.00