

Phillip Murray Elementary Language Academy 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

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 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:** We looked at our ILT and admin meeting notes to gauge and guide our analysis of this SEF.
- 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
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** We looked at our GLT, ILT, LSC schedules to analyze our practices to gauge our progress.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 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
- 2 Curriculum connects to real world, authentic application of learning
- 2 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:** We looked at our GLT and ILT work to gauge and guide our analysis of this SEF.
- 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:** We looked at our GLT and ILT agendas to gauge and guide our analysis of this SEF.
- 2 - Balanced Assessment and Grading
 - 1 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 1 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** We looked at our teacher gradebooks and lesson plans to gauge and guide our analysis of this SEF.

- 1 - MTSS
 - 3 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)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 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)
 - 1 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)
 - 1 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)

- 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)
- 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)
- 2 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)
- 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)
- 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)
- 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)
- **Evidence:** We looked at our GLT and admin agendas to gauge and guide our analysis of this SEF.
- 2 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 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:** We looked at our our school calendar to gauge and guide our analysis of this SEF.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** We looked at our 5E surveys--both in-house and final--to gauge and guide our analysis of this SEF.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)

- 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** We looked at our student light team meetings to gauge and guide our analysis of this SEF.
 - 3 - 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)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** We looked at our admin team meetings to gauge and guide our analysis of this SEF.
 - 3 - 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)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** We looked at our GLT minutes and admin agendas to gauge and guide our analysis of this SEF.
 - 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** We looked at our PTO , PAC and LSC meetings to gauge and guide our analysis of this SEF.
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School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	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	Lack of a balanced assessment system across all grades. Assessment is an integral part of instruction, as it determines whether or not
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	learning is being met; it is essential to evaluate whether the educational goals and standards of the lessons are being met.
Root Cause 1	Our students' data is choppy. We lack the ability to truly track our students' progress to pinpoint what our students know and don't know.
Area of Critical Need 1	Developing a process designed to help us focus on high quality instruction and interventions that are matched to student needs and monitored on a frequent basis. This MTSS process is needed to adapt instruction and to make decisions regarding the student's educational advancement.
Root Cause 2	We lack an MTSS system.
Area of Critical Need 3	Because every classroom is diverse, there is a need for selecting and implementing powerful instructional methods that simultaneously address a variety of different learning needs.
Root Cause 3	Shifting the focus from teaching terms and practicing discrete procedures to focusing on teaching for conceptual understanding. There is a need to continually improving our teaching approaches; we need a system for constant improvement and sharing of best practices.

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 - Math (Grades 3-8)	Overall		70.00	75.00
I chose this metric because the data shows that only 60 % of all students in grades 3-8 are reaching the expected goals for their grade level.				
Vision: Attendance Rate	Overall		95.50	96.00
We know that attendance directly impacts students performance. By increasing				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
attendance our other goals/metrics should nbe achieved				
Vision: NWEA Growth G3-8 (Math)	Overall		65.00	70.00
We chose this metric because we know that all of our students are capable of making significant gains. We expect all students to grow at expected rates of growth				
Vision: NWEA Growth G3-8 (Reading)	Overall		70.00	75.00
We chose this metric because we know that all of our students are capable of making significant gains. We expect all students to grow at expected rates of growth.				
Vision: NWEA Attainment G2 (Math)	Overall		76.00	80.00
We chose this metric because we know that all of our students are capable of making significant gains. We expect all students to grow at expected rates of growth.				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	Use school-based teams to discuss and monitor the effects of teaching on student learning and integrate formative assessments into instruction and intervention of individual students.
Then we see...	A collaborative approach to evaluate teaching practices and its effectiveness on student learning. Teachers utilizing a backward design of planning that focuses on outcomes and assessment. Teachers will utilize this data to plan for individualized and small group instruction.
which leads to...	A collective data informed environment that drives practices and increases student learning and achievement.
Budget Description	
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Admin. team will develop a data analysis protocol/process that will be used to monitor the effects of teaching practices and instruction by July 2, 2020. Tags: Assessment: Balanced Assessment and Grading • (Not started) Admin team will provide training to the ILT regarding the process by July 15, 2020 Tags: Assessment: Balanced Assessment and Grading • (Not started) ILT provides professional development to our school based teams to understand the data analysis process (DAP) by Sept. 5, 2020 Tags: Assessment: Balanced Assessment and Grading • (Not started) School based teams will develop process monitoring schedule by Sept. 5, 2020 Tags: • (Not started) Admin. team will conduct a quarterly evaluative quality review to determine the effectiveness of the process by the end of each quarter- Ongoing Admin team will provide feedback to make adjustments to the process as needed -ongoing Tags: • (Not started) Teachers create grade level and content appropriate assessments that reflects 5 week focus of instruction based on the DAP (year 1 goal) Tags:

	<ul style="list-style-type: none"> (Not started) ILT will analyze the rigor of assessments (2nd year goal) <p>Tags:</p>
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Strategy 2

If we do...	Create a fair grading system that is balanced, communicates learning progress and reflects an accurate accounting of student mastery and achievement.
Then we see...	Proactive students monitoring assignments and taking ownership of grades. Cross curricular and disciplinary collaboration amongst teachers. Shift in instruction and curriculum that reflect current teaching trends.
which leads to...	More on track students Grading that effectively reflects student mastery of current standards. Assessments that effectively evaluate current standards.
Budget Description	
Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Plan LIM implementation, student driven conferences and develop PD schedule (July 31, 2020) Tags:Balanced Assessment and Grading (Not started) Present school wide expectations for grading policies to teachers (Sept. 5, 2020) School based LIM Team to present school wide LIM expectations and student driven notebook use to staff (Sept. 5, 2020) Tags:Balanced Assessment and Grading (Not started) Communicate grading policy and expectations with students and parents (Sept. 15, 2020) Tags:Balanced Assessment and Grading (Not started) School based LIM Team provide PD of LIM protocols, provide examples of notebook use and data collection (Quarter 1, 2020) Implement LIM protocols, lessons and student notebook usage (Quarter 1, 2020) Tags:Balanced Assessment and Grading (Not started) Monitor notebook usage and students driven conferences (ongoing) Tags:Balanced Assessment and Grading

Strategy 3

If we do...	Have 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.
Then we see...	Diverse reference points utilized to strategically create a balanced and focused school wide intervention plan that addresses the needs of all students.
which leads to...	A comprehensive and detailed MTSS framework and implementation of an effective functioning system.
Budget Description	
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Admin will select team members that consist of the case manager, three general education teachers, one special education teacher, the counselor, and the dean. (July 1, 2020) Tags: • (Not started) MTSS Team will create a bi-monthly schedule for the school year (July 15, 2020) Tags: • (Not started) MTSS Team will identify a framework to drive the MTSS plan for delivering high quality instruction and targeted supports at Murray (July 30, 2020) Tags: • (Not started) MTSS Team will provide teachers with the framework and protocols to use throughout the school year. (by end of Q1, 2020) Tags: • (Not started) Ongoing adjustment and reassessment of plan based on progress monitoring and fidelity and implementation of program. (Ongoing) Tags:

Strategy 4

If we do...	Have our MTSS team gather and utilize multiple data sources to define problems, take action for tiers 1, 2, 3, progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments.
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Then we see...	Teachers and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas and provide responsive practices where teachers are adjusting instruction based on tiered intervention data that will positively impact student learning.
which leads to...	Targeted and differentiated instruction that provides tiered supports that addresses the individual needs of students. A continuous cycle of monitoring of all students which will ultimately produce student growth.
Budget Description	
Tags	MTSS
Action steps	<ul style="list-style-type: none"> • (Not started) MTSS team will utilize assessment and behavioral data to develop guidelines for Tiers 1, 2 and 3 (Sept. 5, 2020) MTSS team will develop a problem solving data analysis process. (Sept. 5, 2020) Tags:MTSS • (Not started) MTSS team will provide PD to teachers regarding the criteria and MTSS process. (Sept. 5, 2020) Tags:MTSS • (Not started) MTSS team will provide evidence based interventions, targeted support and tools to teachers to implement and track progress in the classrooms. (Ongoing) Tags:MTSS • (Not started) MTSS team and Admin. team will monitor teacher implementation, progress monitoring and referral process to adjust as needed. (Ongoing) Tags:MTSS

Strategy 5

If we do...	Plan and assign tasks, discussion techniques and questions that are cognitively challenging for individual students and require students to provide evidence of their reasoning
Then we see...	Increased rigor of instruction, student engagement and ownership of learning.
which leads to...	A shift in mindset and increased critical thinking of students and depth of understanding measured by the high quality instruction. This will directly impact student engagement and academic growth as evidenced by student attainment and growth data. We will have more on track students.

Budget Description	
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) ILT will create a yearly schedule for teacher analysis and discussion around rigorous student artifacts at monthly grade level meetings. (Sept. 5, 2020) ILT will develop a positive feedback tool that teachers can use to analyze lesson plans and/or artifacts that promote rigor. (Sept. 5, 2020) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) ILT will provide PD where resources for rigorous tasks, questions and discussion techniques and feedback tool is presented to teachers (Q1) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) During monthly grade level meetings department chairs will lead teachers to analyze lesson plans and/or student artifacts, encourage teachers to provide support and suggestions to implement which increases rigor throughout all grade bands (ongoing) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) ILT will conduct walk-throughs to monitor rigorous tasks, questioning and discussion techniques in the classroom (Ongoing) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) ILT will analyze data from the walk-through to develop an action plan of next steps (ongoing) <p>Tags:</p>

Strategy 6

If we do...	Engage all learners in content areas by differentiating and fully integrating opportunities and providing students frequent, informative feedback.
Then we see...	Responsive instruction that is adjusted to meet the needs of all learners. We will see lessons that are inclusive using a wide variety of activities, methods and practices. We will see increased student engagement and ownership of learning, increased student connections and understanding between content areas.
which leads to...	Students will have a comprehensive understanding of the CCSS which leads to improved student academic gains and growth. We will see an improved climate and culture of learning for all students and increased student autonomy and ownership of learning.

Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Teachers will utilize BOY assessment data to develop small groups based on identified areas of deficiency by Sept. 25, 2020 Tags:Instruction • (Not started) Teachers will post in their classroom small groups and the schedule in which they meet. Teachers will provide admin. with a small group schedule and update with changes. Tags:Instruction • (Not started) 1. Admin. will conduct walkthroughs to observe and provide feedback regarding small group instruction. 2. Admin. Team will analyze data gathered from walk-throughs to develop and plan school wide Professional Development. (Ongoing) Tags:Instruction • (Not started) Admin. Team will share school wide trends and issues with ILT, who will develop strategies, plan and implement professional development to address concerns. (Quarterly- Ongoing) Tags:Instruction • (Not started) Teachers will provide students with ongoing feedback, MTSS documentation and progress monitoring during small group instruction. (Ongoing) Tags:Instruction • (Not started) Teachers update small groups quarterly. (Ongoing Quarterly updates) Tags:Instruction

Action Plan

Strategy 1

Admin. team will develop a data analysis protocol/process that will be used to monitor the effects of teaching practices and instruction by July 2, 2020.

Jul 01, 2020 to Jul 02, 2020 - Admini. Team

Admin team will provide training to the ILT regarding the process by July 15, 2020

Jul 01, 2020 to Jul 15, 2020 - Admini. Team

ILT provides professional development to our school based teams to understand the data analysis process (DAP) by Sept. 5, 2020

Jul 15, 2020 to Sep 05, 2020 - ILT

School based teams will develop process monitoring schedule by Sept. 5, 2020

Aug 01, 2020 to Sep 05, 2020 - School Teams

Admin. team will conduct a quarterly evaluative quality review to determine the effectiveness of the process by the end of each quarter- Ongoing Admin team will provide feedback to make adjustments to the process as needed -ongoing

Jul 01, 2020 to Jun 30, 2022 - Admin Team

Teachers create grade level and content appropriate assessments that reflects 5 week focus of instruction based on the DAP (year 1 goal)

Aug 15, 2020 to Jun 18, 2021 - Staff

ILT will analyze the rigor of assessments (2nd year goal)

Jun 21, 2021 to Jun 30, 2022 - ILT

Strategy 2

Plan LIM implementation, student driven conferences and develop PD schedule (July 31, 2020)

Jul 01, 2020 to Jul 31, 2020 - LIM Team

Present school wide expectations for grading policies to teachers (Sept. 5, 2020) School based LIM Team to present school wide LIM expectations and student driven notebook use to staff (Sept. 5, 2020)

Aug 01, 2020 to Sep 05, 2020 - LIM Team

Communicate grading policy and expectations with students and parents (Sept. 15, 2020)

Sep 08, 2020 to Sep 15, 2020 - Teachers

School based LIM Team provide PD of LIM protocols, provide examples of notebook use and data collection (Quarter 1, 2020) Implement LIM protocols, lessons and student notebook usage (Quarter 1, 2020)

Sep 08, 2020 to Oct 30, 2020 - LIM Team, Admin Team

Monitor notebook usage and students driven conferences (ongoing)

Jun 01, 2020 to Jun 18, 2022 - Admin Team

Strategy 3

Admin will select team members that consist of the case manager, three general education teachers, one special education teacher, the counselor, and the dean. (July 1, 2020)

Jul 01, 2020 to Jul 02, 2020 - Admin. Team

MTSS Team will create a bi-monthly schedule for the school year (July 15, 2020)

Jul 01, 2020 to Jul 15, 2020 - MTSS Team

MTSS Team will identify a framework to drive the MTSS plan for delivering high quality instruction and targeted supports at Murray (July 30, 2020)

Jul 15, 2020 to Jul 30, 2020 - MTSS Team

MTSS Team will provide teachers with the framework and protocols to use throughout the school year. (by end of Q1, 2020)

Aug 01, 2020 to Jul 17, 2021 - MTSS Team

Ongoing adjustment and reassessment of plan based on progress monitoring and fidelity and implementation of program. (Ongoing)

Sep 08, 2020 to Jun 30, 2022 - MTSS Team Admin. Team

Strategy 4

MTSS team will utilize assessment and behavioral data to develop guidelines for Tiers 1, 2 and 3 (Sept. 5, 2020) MTSS team will develop a problem solving data analysis process. (Sept. 5, 2020)

Jul 01, 2020 to Sep 05, 2020 - MTSS Team

MTSS team will provide PD to teachers regarding the criteria and MTSS process. (Sept. 5, 2020)

Aug 24, 2020 to Sep 07, 2020 - MTSS Team

MTSS team will provide evidence based interventions, targeted support and tools to teachers to implement and track progress in the classrooms. (Ongoing)

Jul 01, 2020 to Jun 30, 2022 - MTSS Team

MTSS team and Admin. team will monitor teacher implementation, progress monitoring and referral process to adjust as needed. (Ongoing)

Jul 01, 2020 to Jun 30, 2022 - MTSS Team Admin Team

Strategy 5

ILT will create a yearly schedule for teacher analysis and discussion around rigorous student artifacts at monthly grade level meetings. (Sept. 5, 2020) ILT will develop a positive feedback tool that teachers can use to analyze lesson plans and/or artifacts that promote rigor. (Sept. 5, 2020)

Jul 01, 2020 to Sep 05, 2020 - ILT

ILT will provide PD where resources for rigorous tasks, questions and discussion techniques and feedback tool is presented to teachers (Q1)

Aug 24, 2020 to Oct 30, 2020 - ILT

During monthly grade level meetings department chairs will lead teachers to analyze lesson plans and/or student artifacts, encourage teachers to provide support and suggestions to implement which increases rigor throughout all grade bands (ongoing)

Jul 01, 2020 to Jun 30, 2022 - Admin Team Teachers

ILT will conduct walk-throughs to monitor rigorous tasks, questioning and discussion techniques in the classroom (Ongoing)

Sep 08, 2020 to Jun 30, 2022 - ILT Admin Team

ILT will analyze data from the walk-through to develop an action plan of next steps (ongoing)

Sep 08, 2020 to Jun 30, 2022 - ILT Team Admin. Team

Strategy 6

Teachers will utilize BOY assessment data to develop small groups based on identified areas of deficiency by Sept. 25, 2020

Sep 06, 2020 to Sep 25, 2020 - Teachers

Teachers will post in their classroom small groups and the schedule in which they meet. Teachers will provide admin. with a small group schedule and update with changes.

Sep 08, 2020 to Jun 25, 2021 - Teachers

1. Admin. will conduct walkthroughs to observe and provide feedback regarding small group instruction. 2. Admin. Team will analyze data gathered from walk-throughs to develop and plan school wide Professional Development. (Ongoing)

Sep 08, 2020 to Jun 24, 2022 - Admin. Team

Admin. Team will share school wide trends and issues with ILT, who will develop strategies, plan and implement professional development to address concerns. (Quarterly- Ongoing)

Sep 08, 2020 to Jun 24, 2022 - Admin. Team ILT

Teachers will provide students with ongoing feedback, MTSS documentation and progress monitoring during small group instruction. (Ongoing)

Sep 08, 2020 to Jun 30, 2022 - Teachers

Teachers update small groups quarterly. (Ongoing Quarterly updates)

Sep 08, 2020 to Jun 30, 2022 - Teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

Our ILT and school community will engage in an intensive review of focused data to come up with a series of observations and conclusions. From this process, the group will write a needs assessment school plan. The plan serve as a foundation. The process loop as the group continues to seek feedback to improve the school needs assessment plan.

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

Our plan is to create a rigorous learning environment for all students in all classes. We recognize that an effective rigorous learning curriculum takes into account the many different types of students that teachers are working with, and challenges each of those types differently and appropriately. Teacher will design a curriculum that challenge all student.

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.

We have partnerships with local universities that provides strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program; Our school district also provides strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program.

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).

Our MTSS team will develop a framework for targeted support for our struggling students. It will focus on the whole child. The MTSS will support academic growth and achievement, and it will also support many other areas such as behavior, social and emotional needs, and absenteeism.

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

We have a number of teachers with state and national awards. These staff, and others, are on the interviewing teams at our school.

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.

We have partnerships with local universities that provides High-quality and ongoing professional development based on scientifically based research; Our school district also provides High-quality and ongoing professional development based on scientifically based research.

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

Our PAC and PTO have regular monthly meeting; these groups also sponsor parent workshops, school fundraisers, parent nights, and a host of other parent events to increase parent involvement.

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.

We do not have Pre-K or head-start.

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.

We have an Instructional Leadership Team that is comprised of teachers and administrators. This team is involved in all of the planning of our school's instructional programming.

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.

Our MTSS team will develop a framework for targeted support for our struggling students. It will focus on the whole child. The MTSS will support academic growth and achievement, and it will also support many other areas such as behavior, social and emotional needs, and absenteeism.

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.

We will work closely with our CPS departments that provide intensive supports in these areas.

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.

Our PAC has monthly meetings, and as part of these meetings, parents will be afforded the opportunity to be involved in joint discussions on the development and periodic review and revision of the ESSA policies.

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

September 28, 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.

Our PAC has regular monthly meeting on the first Monday of the month.

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.

In October 2020, the school will host its annual BOY Parent Data Night.

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 principal will send a note home to the parent.

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.

In October 2020, the school will host its annual BOY Parent Data Night. During one on the breakouts, the school will assist parents with ESSA title I.

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.

Our PAC will sponsor three parent workshops that will provide parents with resources and training in literacy and math to support their children improve their 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 administration will have a special session in August 2020 to remind staff of the value of parent involvement and reaching out.

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 do not have PreK .

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.

The school administration regularly communicates with parents via emails and Principal Chats.

Policy Implementation Activities

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

<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>

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

<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.)

The mission of Murray Language Academy is to develop and inspire the intellectual will in young people. We believe in scholarship, creative minds, healthy bodies, and ethical spirits needed to contribute wisdom, heart, service, and leadership to a global society. We strive to maintain a safe, secure, caring, and joyful environment.

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 two parent conferences: November 2020 and April 2021.

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

The school will host two data night meets meeting (BOY and MOY) for parents.

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

The school has posted all the staff emails on the school's website. Patents are welcomed and encouraged to keep in contact with staff and administrators.

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

Parents are required to complete volunteer application via cpsvolunteers.org; Once the application is approved by CPS, a is eligible to volunteer. To begin,parents must see the school administration with identification.

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

The parents are members of some key school policy committees. Their input helps drive school decision around learning and supports.

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

The school administration meets regularly with the LSC, PTO and PAC for feedback. The school administration reports back to these groups on the progress of the suggestions and feedback

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 students Lighthouse Leadership committee. The group has a faculty advisor who in turn reports to the school administration with feedback and suggestions.

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 train parents on how to read and monitor NWEA Student Progress Reports;To train parents on how to use extended math and reading resources to support their children?s meet the NWEA growth targets; To train parents how to use the SEL programs (Leader in Me and Calm Classroom) at home to support their children?s character and leadership.

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.	\$1572.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00