Jackie Robinson Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/16/2020	Ellis, Hill, Lively-Greene, Miller, S. Greene, Stancescu	CIWP Team Selection and Self Assessment

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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Evidence was gathered through ILT Notes and grade level and all staff team meetings. School-wide goals and expectations infused into morning announcements. Shared and open discussions during ILT and team meetings. Peer observations and reflective discussions. Leadership has demonstrated a commitment to creating a collective school-wide vision for Robinson where stakeholders collaborate for a shared vision. Regular grade-band meetings provide all stakeholders an opportunity to have a collective voice in instructional practice and key shifts which serve in the best interest of the students. The result of those collaborations align instruction with the Networks expectations.
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 3 Align the budget to the CIWP priorities and the mission of the school
    - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 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)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: State of school given to parents and staff. School committees and culture teams are up and running. School-wide goals are posted through out the building. Mission and vision statements posted through out the building. Teachers and staff collaborated on a shared vision and school-wide matrix of expectations (Self-control,Ownership, Academic attitude, Respect) with the agreement that all school would display these characteristics through their actions and words. We established an attendance team to create student attendance incentives.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 3 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 2 Curriculum connects to real world, authentic application of learning
  - o 2 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 2 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**: Teachers align instructional plans to the CCSS and Network pacing guides. Through the alignment of plans, teachers assign interim assessments to monitor the effectiveness of the instruction. Continuous professional development is needed ensure quality hands on approaches to implementation of NGSS and full use of all of the components within the pacing guide. More complex text are needed to support the implementation of the balanced literacy model to and push more rigorous tasks. Have consistent time to examine formative data to determine mastery of lesson objective.
- 3 - 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 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: All classrooms have environments that are student centered and encourage student agency and ownership of learning. Technology is integral to the students'learning experiences. The school is currently 1:1 with technology. Teacher are able to implement online and differentiated resources for their students and present material in various ways.. Classrooms use interactive active whiteboards and teachers design lessons that incorporate the use of technology. There are a variety of resources available for staff. The school's curriculum is centered around the CCSS aligned with the Networks pacing for instruction. Teachers use small group instruction and Reading Street and Envision as additional instructional resources. There is a need for curriculum that provides more teacher support related to a balanced approach to literacy and a scheduled which allows teachers to create long-range plans. We use Envision Math. this series provides CCSS lessons that are embedded with multi-level differentiated materials- including standard text books, supplementals, enrichment, reteaching, intervention manual for MTSS and online resources for

teachers. Our school has made a significant investment in leveled text, however more is needed.

- 2 - 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 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 1 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 1 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**: Instructional practices utilize NWEA, TRC, DIBELS and REACH Performance Tasks to monitor progress an check for understanding. Weekly assessments based on the basal series and 10 week interim assessments are also used to measure mastery of the standards. Teachers are utilizing 10-week interim assessments to track the progress of the students. The early childhood program requires staff to conduct formal assessments at the beginning of the school year. Observations are also documented in Teaching Strategies GOLD and students are assessed on a quarterly basis on all areas of development. All other programs utlilze TRC, DIBELS, REACH Performance Tasks and NWEA to monitor the progress and check for understanding for individual students. In addition, teacher made assessments, such as weekly quizzes are used to develop intervention and lesson plans. More time needs to be spent analyzing students work in teacher teams to plan targeted supports for individual or groups of students and to identify school-wide trends for additional student support. Teachers grouping of students for guided reading and math is based off of daily, weekly and interim data analysis. The school-wide grading policy has been developed so students have more opportunities to improve their grades. More time is needed for teachers to create notes that convey measurable feedback to students and parents. This feedback would redirect instruction and restructure groups as needed. Teachers should also include more NWEA screenings.

- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 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)

- o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 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)
- o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 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)
- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 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 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Calm classrooms and morning meetings are school-wide SEL practices. Small group instruction is held daily. We have a check-in/out system for students. We have created a MTSS menu of options, but it is not fully implemented and used through out the school. Tier 1 supports are implemented and teachers are utilizing some Tier 2 and Tier 3 supports, but we need to properly document and track progress. Second Step was purchased in the prior years, but it is not implemented by all staff with fidelity. The MTSS team also needs to meet and consistently create and implement practices which support the academic and social emotional growth of tier 2 and tier 3 students. The school is in the process of creating a Behavioral Health Team (BHT) that addresses the need for supporting students with Tier 2 and Tier 3 interventions using conflict resolution supports, check-in/out, restorative practices and emotion management. A school-wide implementation focused n increasing student attendance through whole school and classroom incentives, bulletin board display, and many other attendance strategies has been implemented.
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 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**: Robinson has structures in place to support preschool and kindergarten students transition from home to a formal school setting. We also prepare our third grade students transition as they conclude their time here. We partner with a community church with a back to school fair and provide a Step-Up to Kindergarten program to help our student transition into kindergarten. The school has formed a partnership with a community church to have a back to school fair at the beginning of the school year and provide support throughout the year. The school also has partnerships and resources to provide after school programming that engages students both academically and socially and emotionally (Sue Duncan Center).

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**: Relationships among leadership and staff, between staff and staff, between staff , students and families is excellent. Relationships among Teachers and staff are respectful to one another. On the My Voice MY School survey, it is reported that there is a strong sense of support and characterized by the school creating a sense of safety. All areas of trust were rated strong. Teachers reported a level of trust among teachers. Teachers collaborate regularly during team meetings and beyond.

- 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 2 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 2 Experience a schoolwide civics culture
  - o **Evidence**: Community leaders and advocates regularly come to the school to interact with and read to the students. There are many opportunities for students to be involved in school. Students the opportunity to participate in dance, tap and choir. These programs are based on family interest responses. There is a need to incorporate a survey to discover what children would be interested in doing so that the school can provide more choice activities throughout the school day.

- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 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**: Per the CPS School Climate Self Assessment, Robinson's Climate team rated excellent in this area. School has clearly posted and followed structures and guidelines. Supervision is consistent and strong throughout the building. Students are happy to come to school. Hallways are quiet during instructional time and orderly during transitions. On the My Voice MY School survey, it is reported that there is a strong sense of support and characterized by the school creating a sense of safety. All areas of safety were rated strong. Based on Dashboard, the number of Levels 3-5 infractions simply don't exist due to a Culture of Calm that exists throughout the building and a decline in Level 1 and 2 offenses from the previous years,

- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)

- o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- o 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)
- o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- o **Evidence**: The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive ad restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school is characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions and focus on learning. The school utilize a restorative approach to discipline. Students are taught to self reflect on behaviors and expected behaviors reviewed using the S.O.A.R. matrix (Self-control,Ownership, Academic attitude, Respect) with the agreement that all school would display these characteristics through their actions and words. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior.
- 3 - 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 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**: Robinson utilizes multiple ways of communicating with parents. Parents are seen as partners in the education of their children here at Jackie Robinson. Parents are seen regularly engaging with the teachers before and after school. Parents and teachers communicate to support our students' development via Class Dojo and the recently implemented school's website. We have a connection with a Community Outreach Program that fosters relationships families as well as provides additional support when needed. We are working to improve parent participation with the PAC and LSC.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**3**
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**4**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**2**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**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**
4	Quality and Character of School Life: Physical and Emotional Safety	**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	Increase Reading and Math Growth/Attainment/1% growth index in Literacy and Math
Root Cause 1	Students lack key foundational skills.
Area of Critical Need 2	Build Foundational Literacy Skills

Root Cause 2	High teacher turn-over/movement and grade level changes
Area of Critical Need 3	Build Foundational Skills in Math
Root Cause 3	Frequent administrative changes
Area of Critical Need 4	Increase overall attendance percentage
Root Cause 4	SEL- high population of students experiencing trauma with limited support.
Area of Critical Need 5	Increase parent engagement
Root Cause 5	High student mobility rate- due to school only going to 3rd grade

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: Attendance Rate Our attendance rate has been drastically lower than the overall CPS's attendance average.	Overall		95.00	95.00
	Students with IEPs		93.00	95.00
Vision: NWEA Growth G3-8 (Reading) Only 25 percent of our 3rd grade students and 33 percent of our DL population made growth in Reading during the 2018-2019 school year. Based on data, this is a huge dip from the previous years.	Overall		50.00	75.00
	Students with IEPs		50.00	75.00
Vision: NWEA Growth G3-8 (Math) Only 31 percent of our 3rd grade students and 33 percent of our DL population made growth in Math during the 2018-2019 school year. Based on data, this is a huge dip from the previous years.	Overall		50.00	75.00
	Students with IEPs		50.00	75.00
Vision: NWEA Attainment G2-8 (Math) The overall student attainment levels fluctuate quite a bit over the last several years. We would like to see the attainment levels consistently grow over the next several years.	Overall		40.00	50.00
	Students with IEPs		25.00	35.00

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) The overall student attainment levels fluctuate quite a bit over the last several years. We would like to see the attainment levels consistently grow over the next several years.	Overall		40.00	50.00
	Students with IEPs		35.00	45.00

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 has really focused on forming strong teams that are really focused on improvement.					

Custom metrics (0% complete)

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

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Strategies

Strategy 1

If we do...	provide high quality school specific, district aligned instructional and social-emotional instruction and Professional Development with the necessary resources for implementation, collaboration, and transparency
Then we see...	the delivery and implementation of integrated and targeted data driven instruction focused on increasing social and emotional wellness as well as academic growth
which leads to...	on an annual basis, we will see 70% of students achieving 1.5 years of academic growth in both MATH and ELA on NWEA MAP, increased teacher collaboration and professional growth.

Budget Description	Professional development; extended day buckets; SEL support materials; instructional support materials
Tags	Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Math: Rigorous Tasks, Math: Equitable Access
Action steps	• (Not started) On a monthly basis, teachers and staff will participate in a building wide share-out sessions to discuss what they learned at their district PD and the look-fors that will be implemented in their classrooms as a result. Tags:Leadership for Continuous Improvement, Instruction, Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Assessment: PreK-3 Assessment, CBE: SEL Integration, Equity: Fair Policie sand Systems, Math: Rigorous Tasks • (Not started) After each district PD share-out session, administration and teacher-leaders will conduct learning rounds to assess implementation of PD aligned strategies. Tags:Leadership for Continuous Improvement, Instruction, Relational Trust, CBE: SEL Integration, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership, Math: Equitable Access • (Not started) After administrative and teacher-leader learning rounds, feedback will be provided to around the implementation of district PD look-fors. Tags:Relational Trust, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks • (Not started) Create a schedule that supports weekly whole staff collaboration as well as allows for common teacher preparation time. Tags:Leadership for Continuous Improvement

Strategy 2

If we do...	ensure there is equity of voice in the planning, development, and implementation of collaborative opportunities around the data-driven delivery of instruction aligned with CCSS and ensure targeted differentiation and equitable access of learning tasks for all students
Then we see...	then we will see the delivery of differentiated and challenging instruction with the implementation of a more effective distributive leadership model which prioritizes collaborative learning/supports and improves the quality of instruction

which leads to...	actionable data that informs corrective instruction, intervention and enrichment opportunities in response to student learning needs
Budget Description	Extended day buckets for instructional planning
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction, Balanced Assessment and Grading, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, Math: Equitable Access
Action steps	• (Not started) Teachers will use the learning continuum to identify gaps to address personalized learning needs. Tags:Instruction, MTSS: Curriculum & Instruction, Math: Equitable Access • (Not started) Teachers will administer quarterly benchmark assessments that are aligned to the CCSS. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth • (Not started) Identify high-quality, current, culturally relevant curriculum resources for students Tags:Leadership for Continuous Improvement, Instruction, CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Curriculum • (Not started) Ensure alignment of customized curriculum to district standards Tags:

Strategy 3

If we do...	create a structured MTSS team comprised of teachers of diverse learners, general education teachers, clinicians and ancillary staff to implement intervention strategies and progress monitor at-risk students and effectively monitor student achievement through balanced assessments and monitoring aligned to the scope and sequence
Then we see...	students making gains in fundamental skills necessary for students to achieve at higher levels with grade-level curriculum and objectives, teachers effectively screening and making the necessary instructional adjustments and students receiving supports based on instructional and social tiers
which leads to...	70 percent or more of our students meeting or exceeding state standards and students moving from Tier 3, to Tier 2 and 1.

Budget Description	Extended day buckets; professional development vendors; instructional materials
Tags	Balanced Assessment and Grading, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, Math: Curriculum
Action steps	• (Not started) Create MTSS Collaborative Team Tags:MTSS • (Not started) Ensure team as a regular schedule to meet and a way for the team to work together to meet the needs of the student. Tags:MTSS, MTSS: Curriculum & Instruction • (Not started) Monitor Student progress on a reasonable schedule Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Identify MTSS resources aligned to the curriculum and embed in current lessons -Improve Tier 1 or core instruction. Determine which data set will be used so the team can make informed decisions regarding instructional approaches, intervention selection, and student placement. Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Teachers will use progress monitoring data to determine the effectiveness of intervention and student response to intervention. Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring

Action Plan

Strategy 1

On a monthly basis, teachers and staff will participate in a building wide share-out sessions to discuss what they learned at their district PD and the look-fors that will be implemented in their classrooms as a result.

Sep 07, 2020 to May 28, 2021 - All staff

After each district PD share-out session, administration and teacher-leaders will conduct learning rounds to assess implementation of PD aligned strategies.

Sep 07, 2020 to May 28, 2021 - ILT

After administrative and teacher-leader learning rounds, feedback will be provided to around the implementation of district PD look-fors.

Sep 07, 2020 to May 28, 2021 - ILT

Create a schedule that supports weekly whole staff collaboration as well as allows for common teacher preparation time.

Jul 06, 2020 to Aug 24, 2020 - Administration

Strategy 2

Teachers will use the learning continuum to identify gaps to address personalized learning needs.

Sep 07, 2020 to May 28, 2021 - Teachers

Teachers will administer quarterly benchmark assessments that are aligned to the CCSS.

Sep 07, 2020 to May 28, 2021 - ILT. Teachers

Identify high-quality, current, culturally relevant curriculum resources for students

Sep 07, 2020 to Jan 29, 2021 - ILT, Administrator, Teachers

Ensure alignment of customized curriculum to district standards

Aug 24, 2020 to Oct 29, 2020 - ILT, Teachers

Strategy 3

Create MTSS Collaborative Team

Aug 24, 2020 to Oct 29, 2020 - ILT, teachers, administration

Ensure team as a regular schedule to meet and a way for the team to work together to meet the needs of the student.

Aug 24, 2020 to Oct 30, 2020 - MTSS Team

Monitor Student progress on a reasonable schedule

Sep 07, 2020 to Jun 11, 2021 - MTSS Team

Identify MTSS resources aligned to the curriculum and embed in current lessons -Improve Tier 1 or core instruction. Determine which data set will be used so the team can make informed decisions regarding instructional approaches, intervention selection, and student placement.

Aug 24, 2020 to May 28, 2021 - MTSS Team, ILT, Administration

Teachers will use progress monitoring data to determine the effectiveness of intervention and student response to intervention.

Sep 07, 2020 to Jun 11, 2021 - 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.

Robinson will conduct a needs assessment and as well as review data on students, educators, and the schools in order to gain a better understanding of the root causes of the needs of the school, students and parents.

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

The leadership team will spend time discussing the specific needs of our students (social-emotional supports and low academic growth). Based on these meetings we will spend time creating a more robust and strategic small group environment that is specific to the needs of the students based on formative assessments. We also are placing and emphasis on wrap around social emotional supports.

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.

Robinson will increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum which includes strategies for meeting the educational needs of our students.

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).

Robinson will provide counseling, pupil services, and mentoring services,college and career awareness and preparation, such as college and career information for our primary students, and innovative teaching methods, which may include applied learning and team-teaching.
strategies.

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

One way that I attract high quality and highly-qualified teachers is by providing teachers with enough opportunities for professional development or access to professional learning systems that support their continuous growth. I also work to create a diverse, inclusive and supportive environment.

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.

The schools ILT team regularly looks at school performance data, classroom aggregate learning round data, attendance data, and use that data to make decisions about school wide improvements and on-going professional development.

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

Strategies to increase parent involvement, are: interactive literacy activities between parents and their children, training for parents regarding how to be the primary teacher for their children and full partners in the
education of their children, inviting families to the school to observe how reading and writing skills are taught in the classroom., hosting family literacy/math nights at the school.

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.

Provide collaboration between the kindergarten teachers and preschool teachers throughout the school year in order to bridge the gap and include specific steps for transitioning. Offer a Step Up to Kindergarten program during the summer to help with the transition to elementary school. The school?s learning support system includes academic, physical, social,emotional, and behavioral programming based on school-wide, targeted groups and individualize needs.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Robinson utilizes an Instructional Leadership Team (ILT) which is comprised of staff members across the school setting. This team is responsible for making decisions based on feedback from all staff. We spend time after school and throughout the year engaging in Professional Development which empowers the team to make core decisions. Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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.

The ILT team creates a process (the MTSS menu of options) for identifying students who experience difficulty mastering the proficient or advanced levels of academic achievement standards in order to provide appropriate and effective assistance and deliver it in a timely manner. Teachers differentiate tasks in response to the outcome of the process for individual students. Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced
learning opportunities because of their early mastery of objectives.

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.

Robinson's improvement plan ?is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this act, violence prevention programs, nutrition programs, housing programs. We provide a high-quality preschool and full-day kindergarten and services to facilitate the transition from early learning to elementary education programs. We provide counseling, school-based mental health programs, mentoring services, and other strategies to improve students? nonacademic skills. We offer supportive school climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports). We provide MTSS strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs. Our goal is to also provide approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic,
educational, health, safety, and other outcomes that address the issues of inter-generational poverty.

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.

Annual Tittle I Parent Meeting, Monthly PAC and LSC Meetings, Back to School Event, Parent/Teacher Conferences, State of the School, Open Houses,
Family Night and Other Events for Parents (Club Events), Informal events to Increase Social Relationships Among Parents
Use a variety of consistent communication methods such as: robo calls, newsletter, marquee, Class Dojo and website
Regularly inform parents of their child?s progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and heath and
wellness.

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

Annual Title I Meeting will be held by September 25, 2020. PAC organizational meeting will be held October 19, 2020. Monthly PAC meetings will be
scheduled during the organizational meeting. Information will be shared through the website, flyers, monthly calendar, newsletters, and two way
communication systems. Parents will have at least 2 opportunities each month to participate in these types of activities.

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

The school will provide this information via newsletters, State of the School Addresses, Open Houses, Parent/Teacher Conferences, and at school-wide
Family Events.

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.

PAC meetings will be scheduled monthly at the organizational meeting. Parents will make recommendations each month about suggestions that they have.
Parents will provide verbal and/or written suggestions to the principal. Parents can put their ideas in the suggestion box

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.

Information will be shared with parents at Report Card Pick-up and Mandatory Parent Meetings after Beginning of the Year and Middle of the Year data is
received.

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 principal will send parent letters home to communicate when their child is assigned to a teacher who is not "highly qualified"

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.

Parents will receive ongoing communication about their child's progress through two way communication systems such as parent/teacher conferences, report
cards, progress reports, goal setting, benchmark reports,

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.

Use a BOY, MOY, and EOY parent survey, PAC and LSC meetings, Family nights and events, State of the School address, digital portfolios that give parents
access to what is happening in the classroom and allows them to give feedback to their child and the teacher.

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

The students in the Early Childhood program will be invited to participate in all school-wide activities.

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.

All information that is communicated to parents will be communicated with all staff so that everyone is able to clarify questions that may come up. Where
needed we will reach out for information to be translated.

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.) At Robinson, we envision a school of choice, where parents, staff and community partners collaboratively facilitate the academic, physical and emotional growth of students. By incorporating Jackie's 9 Values and our guiding principles of Self-control, Ownership, Academic Attitude and Respect (S.O.A.R), we strive to create a rigorous curriculum which ensures a safe and positive child centered environment, thereby promoting student learning, growth and development which empowers ALL students to achieve their highest potential. The staff will foster an environment of collaboration, reflection and on-going professional growth with a unified focus on student success.
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. There will be a minimum of two school-wide parent teacher conference dates. One in the fall and in the spring. Teachers will be expected to schedule additional parent-teacher conferences throughout the school year as needed to communicate with parents on a regular basis. The purpose of the school wide conferences will be to discuss student report cards and academic successes and weaknesses
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Parents will be provided four progress reports and four report cards throughout the school year. Teachers will also use individual communication platforms to keep parents updated and informed on student progress. Teachers will also provide daily and/or weekly progress reports using DoJo through our two-way communication systems, progress monitoring, goal settings, and Parent Portal.

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

Parents are welcome to meet with staff before and after school as well as during teacher preparation periods. As necessary, the principal can provide coverage for teachers to
conference with parents

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 may volunteer in their children's classroom pending principal and teacher permission and completing the CPS volunteer screening process. They may assist with
small groups with teacher supervision. They may also chaperone field trips and lunch/recess duties. School staff will communicate with parents how they can volunteer and participate in their child's class.

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

Parents will be responsible for supporting their child's learning at home by monitoring attendance and homework assistance. Parents will have the option to
volunteer in the classroom to share the responsibility of student learning and academic success.

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 participate in parent-teacher conferences, IEP meetings, student goal setting meetings, LSC meetings, PAC meetings. Learning outcomes will be
sent home on a weekly basis and teachers will allow space for parent comments and suggestions.

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

Students will be expected to share the responsibility to improve academic achievement through completing daily classroom and homework tasks and requesting/receiving additional
assistance from the teacher as necessary. Students will be given opportunities to complete self-assessments and seek help as needed. Students are
expected to give parents all notices and information received from the school.

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.

Host quarterly parent workshops and create learning opportunities that will equip parents with additional resources to help their children at home. Increase
parent and community knowledge of SQRP and its impact to enable parents and the community to provide

more support to the school. Topics will include attendance, practical strategies to help your child to be a better reader, the ABC's of testing, etc.

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.	$562.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$187.00
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	$0.00

	placed in the main office or where staff and students have access too. To by used only by parents.	