

Emmett Louis Till Math and Science Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Terea Peoples	Principal	tlpeoples@cps.edu	Has access
Miriam Hill	Assistant Principal	masmith14@cps.edu	Has access
Katherine Creagh	Intermediate DL Teacher	kmcreagh@cps.edu	Has access
Ashli Creal	Case Manager	apcreal@cps.edu	Has access
Katie Diffay	Social Worker	kdiffay@cps.edu	Has access
Carol Hoy	Middle School Math Teacher	cahoy@cps.edu	No Access
Kimberly Johnson	Community Member/Instructional Assistant	kyjohnson@cps.edu	No Access
Megan Metzger	Primary/Second Grade Teacher	mkmetzger@cps.edu	Has access
Tracey Poole	Middle School ELA Teacher	tpoole@cps.edu	Has access
Lawanda Domingo	Intermediate Math/ELA	ldjones10@cps.edu	Has access
Roderick Lewis	Arts Lead	relewis1@cps.edu	Has access

Team Meetings

Date	Participants	Topic
02/27/2020	Poole, Domingo, Peoples, Johnson, Creagh	Strategies

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)
 - 2 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Till believes in the unique learning opportunities provided by engaging in Fine Arts, and in the fundamental role the arts play in educating the whole child. Till offers students an arts curriculum that meets the Illinois Learning Standards, Common Core Learning Standards, and promotes high levels of academic and creative achievement. Above all, we believe in the value of the arts as an essential voice of the human soul. Emmett Till Fine and Performing Arts Academy will prepare students to become thinking, articulate, considerate, and conscientious citizens. Engaging in the fine arts will help them gain perspective and respect for the world around them. Our students' will graduate armed with the life skills necessary for their self-actualization and post-secondary success. Till has established clear, measurable goals for student achievement aimed at narrowing the achievement gap through the use of interim assessments (including teacher created and the use of growth-measure assessments of NWEA). The school will also provide students and parents with the college readiness study, which shows the correlation of NWEA scores and likelihood of entering particular colleges and universities. Till maintains a professional learning system that evaluates teachers' needs through the use of regular data meetings, staff meetings, focused professional development, ILT team meetings. Additionally the school has strong rating for Effective Leaders and Collaborative Teachers on the 5 Essentials Survey.
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 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
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Protocols are effectively utilized to identify problems of practice. Members are comfortable contributing to the team. Team members have a rapport and trust and are able to discuss issues even when they refer to an ILT team member. Team meetings are held 3-4 times per month, and all members contribute. Data obtained from ILT learning walks are evaluated by the ILT and results are shared with all staff via email and weekly bulletins. Based on evidence collected, teacher teams were put in place to provide teachers with additional assistance and support to improve teaching practices.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Our school follows the Common Core State Standards' scope and sequence for ELA and Math with a primary focus on establishing solid foundational skills in the Pre-k through 5th grades. From the scope and sequence, teachers use their respective grade level CPS curriculum maps per content area to further align quarterly planning. Currently the school uses pacing guides and an in house vendor with an identified skill and standard for ELA or Math and that standard to focus weekly planning. We purchased Common Core Progress curriculum and student consumables (progress monitoring, performance series, support coach series for both ELA and Math), Think Cerca, Measuring Up Live, Eureka Series (math) grades k-8 includes pacing guides and curriculum maps, PARCC pacing guide and curriculum maps included for grades 2-8th and Envision 2.0 Math to provide rigorous, differentiated materials and lessons to allow all students access to the same skills to produce authentic work. Additionally teachers used electronic and technical applications and software through Kahn Academy, Measuring Up, IReady, MAP Math and Reading to supplement instructional practices to assure students success. Reading & Vocabulary A-Z for k-5. For the SEL component all teachers use 2nd Step on Mondays during social science. All teachers additionally have smart boards, desk tops and chrome books. Data from the SQRP and NWEA lead us to drive our instructional planning.
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding

- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 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)
- **Evidence:** Small group instruction and the Gradual Release of Responsibility are used across all grade levels and content areas. Student-to-student discourse is encouraged through Accountable Talk and probing questioning in teacher-facilitated discussions to monitor student understanding of concepts. Teachers use a variety of questioning techniques to promote student discourse and critical thinking skills. Teachers use real world context to engage students for application of concepts per discipline across grade levels. Teachers adjust using weekly assessment data to drive instruction and for re-teaching purposes. Students are placed in small groups for both Reading and Math based on RIT scores and the Learning Continuum. Groups are dynamic and allow for adjustments based in growth and need for scaffolding of instruction. Data obtained from ILT learning walks are evaluated by the ILT and results are shared with all staff via email and weekly bulletins. Based on evidence collected including the 5 Essentials Effective Leadership results teacher teams were put in place to provide teachers with additional assistance and support to improve teaching practices and ensure that administration and teachers have a shared vision for success.
- 3 - Balanced Assessment and Grading
 - 3 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
 - 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
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 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:** Teachers provide diagnostic, formative and summative assessments (TRC, Dibels, NWEA, 5 week interim) to continuously monitor student growth in preparation for college and career readiness. Teachers also use Behavior

Attendance Grades (BAG) reports, create custom weekly Measuring Up Live and Compass Learning Assessments, and utilize easy CBM to progress monitor student achievement. Through "What I Need?" (WIN) folders students are given weekly updates and provided individualized enrichment per their NWEA RIT scores. Teachers submit a minimum of 3 grades per subject weekly. Administration conduct Gradebook audit bi-weekly to ensure grades are aligned to assessments and teachers are on track with the pacing guides. Through Gradebook, students and parents have access to current grades and academic progress at their disposal to monitor at their leisure.

- 3 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism (REQUIRED: MTSS)
- 3 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)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 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)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)

- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS team implemented 4-step problem-solving model to integrate academic and behavioral instruction and intervention that was delivered to students in multiple tiers based on student need. Weekly behavior, attendance & grade (BAG) reports were implemented to support all students with behavior, attendance, and grades. On a weekly basis students and parents are made aware of their on-track status. Every day, in all classrooms, teachers provide academic instruction aligned with Common Core Standards and social emotional instruction through the Second Step Curriculum. Tier 2 services were provided by a variety of staff members in settings inside and outside the classroom. Additionally, team members identified students who were falling off track and implemented academic intervention and counseling support. A small portion of the student body was provided Tier 3 support to help them overcome significant barriers and learn academic and behavior skills required for school success. For example, small group peace circles and check-in/out systems.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to

College (HS)) including, but not limited to academic planning/advising to assist with

- **Evidence:** College and Career Readiness counselors identified students who were not on track due to specific contributing factors and implemented individualized progress monitoring systems and supports. In an effort to prepare 8th grade students for high school, the Counseling Team started off the year with individual 8th grade meetings. During this meeting, 8th grade students had an opportunity to discuss with their counselors what high schools and programs they were interested in exploring. Also, students had a chance to review their test scores, grades and attendance. This activity gave them a clear overview of their previous data points which in turn gave them an idea about what high schools they would be eligible for. Students were then given a list of high schools to explore as they prepared to complete their applications on GoCPS. Next, the Counseling Team held a parent meeting to walk students and parents through the high school application process. In addition during the fall, middle school students participated in a High School Fair/College Fair Day. This special event was preceded by mini workshops about the high schools and career speakers that were coming to the fair. Sixth through eighth grade students spoke to high school representatives and counselors about the various programs and sports and activities that their high school had to offer. During the afternoon Career Fair, 6th-8th grade students were broken up into small groups to speak with professionals from a variety of the 16 career clusters. The Counseling Team also initiated Naviance Workshops with 6th-8th grade students. These informative year long workshops are geared specifically toward middle school students to help prepare them for high school and post-secondary success. While working with Naviance, students have an opportunity to create high school and post-secondary goals as well as research high schools, colleges and career options. 7th and 8th grade students visited Dunbar High School twice this year and they explored their Beauty School, Health Occupations, Culinary Arts and Automotive Technology Programs. During the visit students were mentored by high school students involved in the program. They had the opportunity to review the necessary prerequisites of the program, discuss the roles and responsibilities of the students, as well the opportunities that come with completing the program.

Quality and Character of School Life

- 2 - Relational Trust
 - 2 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)
 - 1 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** The 5 Essentials results show that Administration and teachers have built strong relationships. Various supports have been put in place to keep the lines of communication open and offer an environment where trust and relationship continues grow. Those supports include weekly Till Times for staff, a monthly Till Tribune for families and community, Monthly Chat and Chews open to the community to share ideas and concerns a. The Counselor, Case Manager, and some teachers are called upon to do student check-ins and meet with students with which they have developed a rapport. Students regularly participate in Peace Circles to build relationships and solve problems. Moving forward Till will

begin to offer parent workshops based on the needs and request of the community in an effort to strengthen the relationship between school, students and community.

- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Students completed the My Voice, My Survey to address their individual needs, interest, and observations. Their individual voices are essential and nurtured daily. The current ratings and results indicate that students are actively engaged and vested in the school and their academics. Extra-Curricular Activities: Sports: Academic: Basketball Girls & Boys Grades 5-8 Math Club Girls and Boys Grades 3-8 Football Girls & Boys Grades 5-8 Book Club Girls and Boys Grades 3-8 Track and Field Girls & Boys 5-8 Girl Scouts Grades 3-8 Cheerleading Girls Grades 3-8 All-Stars: 2-8 Newspaper Grades 3-8 Till will implement Peer Juries for the 2018 -2019 school year after training in the Fall from the Office of Social and Emotional Learning. Students are offered an internal appeals process to give their input on administrative decisions or infractions and to provide an explanation for remediation. Students participate in decorating and organizing the school in beautification efforts. The 5 Essentials results show that Till students feel safe at school. Till has established a protocol for building safety. The team is still working to maintain a high level of safety and order in the building, so that students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment. A school-wide behavior matrix is followed, and teachers review procedures and expectations throughout all school settings. Restorative practices are utilized among all grade levels, and are the most common means for response to student behaviors. Weekly BAG reports are sent home and provide incentives to all students for positive behavior.
- 2 - Physical and Emotional Safety
 - 1 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 1 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 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:** The 5 Essentials results show that Till students feel safe at school. Till has established a protocol for building safety. The team is still working to maintain a high level of safety and order in the building, so that students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment. A school-wide behavior matrix is followed, and teachers review procedures and expectations throughout all school settings. Restorative practices are utilized among all grade levels, and are the most common means for response to student behaviors. Restorative practices will be increased in the 2018-2019 school-year to include: Peer Jury, Students activity planning

committee, students council and a five Week Forum where students can share their opinions and ideas. Weekly BAG reports are sent home and provide incentives to all students for positive behavior. Students will also be invited to participate in a weekly fun-day event if the BAG is in order.

- 1 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 1 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 1 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Emmett Till facilitates peace circles, parent/student conferences, restorative conversations, Saturday school, Check in/Check out, and small groups. All students and staff follow the All-Star behavior plan and use 2nd Step in the classrooms. Weekly BAG reports are sent home and provide incentives to all students for positive behavior. Restorative practices are utilized among all grade levels, and are the most common means for response to student behaviors. Restorative practices will be increased this school-year to include: Peer Jury, Students activity planning committee, students council and a five Week Forum where students can share their opinions and ideas. Weekly BAG reports are sent home and provide incentives to all students for positive behavior. Students will also be invited to participate in a weekly fun-day event if the BAG is in order. Restorative practices are the most used means of correcting student behaviors such as Community Service after school and on Saturdays.
- 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)
 - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** We have increased and maintained parent participation by 15%. Till has a strong PAC and is working on building the LSC and PTA. Parents are invited monthly to participate in Chat and Chews and share ideas and concerns regarding the direction of the school. Till distributes the monthly Till Tribune to parents highlighting school events and successes. The Till Tribune also informs parents of important upcoming dates and deadlines. We consistently send out letters and robo calls to parents and community articulating the goals and direction for the "New" Till.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Relational Trust	3
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
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	5
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	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.

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: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		80.00	80.00
I chose this metric because students at Till have had a great deal of growth and should be working to increase and meet attainment.	African American		80.00	80.00
Vision: Attendance Rate	Overall		95.00	95.00
I chose this metric because Till had a decrease in attendance in the 18.19 SY. Till is working to achieve 95% attendance.	African American		95.00	95.00
SQRP: National School Attainment Percentile - Reading (Grade 2)	Overall		60.00	65.00
I chose this metric because our primary reading continues to be a critical area of need. We are working to achieve 60% of 2nd graders on grade-level.	African American		60.00	65.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Till's goals is to be Well Organized.				9.00	10.00

Custom metrics (62% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>RIGOROUS TASKS Our goal is for the ILT to regularly examine student learning tasks for rigor. Teachers will submit their learning tasks weekly, to receive frequent feedback. All staff participated in evaluating student learning tasks using the Engagement and Rigor Rubric. Teachers refer to the DOK (depth of knowledge) chart when planning and providing instruction to ensure higher order questioning and critical thinking. All students, including Diverse Learners are expected to demonstrate growth measured through standards based practices in all content areas. In Language Arts, students are taught to close read texts in grades K - 8th and vocabulary is embedded in content. In regards to Math, students are required to produce authentic work applying mathematical concepts to real world situations through relevant and rigorous tasks. Learning tasks are aligned to standards and objectives.</p>	51.00	60.00		60.00	70.00
<p>BALANCED ASSESSMENT & GRADING Our goal is for students to reflect, self-assess, revise and edit graded work to prevent common errors and future mistakes regularly. Teachers provide diagnostic, formative and summative assessments (TRC, Dibels, NWEA, 5 week interim) to continuously monitor student growth to master skills in preparation for college and career readiness. Teachers also use Behavior Attendance Grades (BAG) reports, create custom weekly Measuring Up Live and Compass Learning Assessments, and utilize easy CBM to progress monitor student achievement. Through ?What I Need? (WIN) folders students are given weekly updates and provided individualized enrichment per their NWEA RIT scores. Teachers submit a minimum of 3 grades per subject weekly. Through Gradebook students and parents have access to current grades and academic progress at their disposal to monitor at their leisure.</p>	51.00	60.00		60.00	70.00
<p>INSTRUCTION Till's goal is for all teachers to incorporate small group instruction using the Gradual Release of Responsibility across all grade levels and content areas to help students become independent thinkers. Student to-student discourse is encouraged through Accountable Talk and probing questioning in teacher-facilitated discussions to monitor student</p>	51.00	60.00		60.00	70.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>understanding of concepts. Teachers use a variety of questioning techniques to promote student discourse and critical thinking skills. Teachers use real world context to engage students for application of concepts per discipline across grade levels. Teachers use weekly assessment data to drive instruction and for re-teaching purposes. Students are placed in small groups for both Reading and Math based on NWEA RIT scores and the Learning Continuum. Flexible grouping allows for adjustments based on growth and need for scaffolding of instruction. Data obtained from ILT learning walks is evaluated by the ILT and results are shared with all staff via email, weekly bulletins and if necessary, individual meetings. Based on evidence collected including the 5, Essentials Effective Leadership results, teacher teams were put in place to provide teachers with additional assistance and support to improve teaching practices and ensure that administration and teachers have a shared vision for success.</p>					
<p>LEADERSHIP & COLLECTIVE RESPONSIBILITY To ensure collective responsibility for student learning, Till will focus on three aspects of leadership and collective responsibility aimed at school improvement:</p> <ol style="list-style-type: none"> 1. Support teacher learning for Quality Teaching 2. Establishing and communicating school goals, expectations for student learning 3. Structured professional development for program coherence to sustain school capacity to improve student learning. Supporting teacher learning is a collective responsibility at Emmett Till. Veteran teachers are assigned as mentors to new teachers, ILT members all have teachers assigned that they are responsible for mentoring and assisting throughout the school year. The use of collaborative learning and planning to quickly target students experiencing learning challenges is standard. <p>Emmett Till communicates with parents, students and staff to maintain a shared vision. High expectations are consistently communicated through bulletins to staff (Till Times), newsletters to parents (Till Tribune), grade band meeting for staff and assemblies, robo calls and BAG (behavior, attendance & grades) reports and other forms of social media for</p>					

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
students and parents. All Emmett Till staff is encouraged to attend CPS Network professional learning and stay up to date with the Learning Hub to stay abreast of current professional development. The ILT holds performance management meeting with teachers based on their observations and feedback ensure that goals are consistently being met in an effective and efficient manner. Additionally, Emmett Till provides professional learning in any area needed through weekly grade-band meetings, ILT and teacher one-on-ones and bringing professional development in as needed.					
3RD - 8TH ON-TRACK To ensure students are prepared to succeed in high school, Network 9's goal is for each elementary school to increase their 3-8 On Track Rate 30% by the 2021 SY.					
OSS per 100 (all students) The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually for SY 20-22.					
Distributive Leadership To ensure successful distributive leadership we will build the leadership capacity in the school and by creating conditions where expertise can be spread across the school so that everyone can work individually and collectively to improve outcomes for students, particularly diverse learners.					

Strategies

Strategy 1

If we do...	Teachers deliver rigorous Fine and Performing Arts instruction that aligns to the Common Core and Illinois Arts Learning Standards that support both in-class and out-of-class curriculums that are aligned to standards-based learning objectives to engage resources from local and internal art and cultural organizations that support integrated curriculum and units and reflect depth of knowledge expectations with a focus on implementation of fine arts learning standards.
Then we see...	students will become independent critical thinkers to produce high quality work including visual arts and designs in addition to developing skills in the Arts by attending museums, arts centers, concerts, festivals, screenings, and exhibitions or selecting a career embedded in the arts. Thus creating students will become independent thinkers and produce high quality work across all disciplines.
which leads to...	self assessment and mastery of the common core standards, an increase of 25% on DWA and school based interim assessments, and increase attainment to 85%.
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Reading and Math Consultants lead Professional Development for teacher in K-8 in reading and math on how to deliver rigorous instruction in general education and special education classes that implements fine arts into lessons. Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Instructional Leadership Team along with Administration will examine all lesson plans weekly for all subjects using the Lesson Rubric and provide teachers with feedback and resources on rigorous instruction and how to implement fine arts into the lessons. Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks • (Not started) Peer observations to provide teachers with feedback from their peers on how to write lesson plans and implement rigorous instruction and the fine arts. Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks, Math: Formative Assessment • (Not started) Teachers will attend professional developments centered around student questioning using DOK, developing rigorous tasks, and text complexity. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks

	<ul style="list-style-type: none"> (Not started) Continued school wide professional development on understanding our school wide Rigor and Relevance Rubric and how to audit tasks <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) ILT will evaluate teacher's tasks using the Rigor and Relevance Rubric bi weekly. <p>Tags:Science: Rigorous Tasks, Math: Rigorous Tasks</p>
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Strategy 2

If we do...	Use multiple measures to assess students (i.e. a variety of formative and summative assessments systematically timed throughout the year) in addition to the district-wide assessment requirements.
Then we see...	a more thorough understanding of how student's are learning
which leads to...	differentiated, targeted instruction which leads to increased student achievement in all subject areas by 30% and monitoring student's progress towards college and career readiness.
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will continue to collaborate on common unit plans across grade levels based upon CCSS, which will include common standards-aligned assessments of a variety of types-- Diagnostic (to pinpoint gaps), Progress Monitoring (during regular intervals); Formative: classroom (daily, weekly); Formative: team (unit, monthly); Interim (end of quarter or semester); Summative (end of quarter, semester, or year). <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> (Not started) Administration and Department Leads will monitor grade band grade books for weekly assessments aligned to the pacing guide and Common Core State Standards. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) Case Manager along with the Special Education department will deliver professional development to teachers on how to make accommodations

	<p>and modifications to lesson and assessments to ensure the diverse learners become more successful with general education classrooms.</p> <p>Tags:Instruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) ILT will work with grade band team and DL teachers to create and monitor interim assessments that include both low and high level DOK questions that challenge students to think critically and include both quantitative and qualitative data to ensure equitable distribution of questions for all students. <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> (Not started) Teachers conduct item analysis of test data to determine task and exit slips to address instructional gaps and individual performance issues of each student. Teachers gather differentiated tasks that are then stored in the student's respective work folders called "What I Need" (WIN) folders. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p>
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Strategy 3

If we do...	If we do structured activities that build positive relationships and a sense of community among staff
Then we see...	then we see an increase in support and respect for one another, personally and professionally
which leads to...	which leads to developed a shared leadership structure that allows staff to work together toward school improvement.
Budget Description	
Tags	Leadership for Continuous Improvement, Relational Trust, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Team building activities across grade level teams during PD week at the beginning of the school year <p>Tags:Equity: Targeted Universalism</p> <ul style="list-style-type: none"> (Not started) Teacher lead professional development targeting different school focuses that included all staff to support building trust among all staff members. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p>

	<ul style="list-style-type: none"> (Not started) Community Building Circles throughout the school year on professional development days <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Develop a shared leadership structure that allows staff to work together toward school improvement. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p>
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Strategy 4

If we do...	All staff-training on restorative justice practices, along with the implementation of a school-wide CHAMPS approach focusing on consistent discipline practices and Second Step to focus on structured lessons in social science centered around SEL standards
Then we see...	all staff engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning
which leads to...	which leads to a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.
Budget Description	
Tags	Supportive and Equitable Approaches to Discipline
Action steps	<ul style="list-style-type: none"> (Not started) Professional Development training for teachers and support staff centered around competencies outlined in SEL Standards. <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) Implementation of Peace Circles throughout all grade level bands. <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes <p>Tags:CBE: SEL Integration</p> <ul style="list-style-type: none"> (Not started) Staff training on restorative practices such as peace circles, restorative conversations, etc.

	<p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> (Not started) Implementation of school-wide discipline measures <p>Tags:Supportive and Equitable Approaches to Discipline</p>
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Strategy 5

If we do...	Inspire a culture of collective responsibility and distributive leadership by constantly listening and synthesizing what is heard, and learning from all sources through targeted professional development
Then we see...	our Culture capitalized on leadership skills of others
which leads to...	sustaining a coherent instructional program with consistent learning goals for the success of all students.
Budget Description	
Tags	Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Encourage staff to broaden networks to bring new knowledge and resources to learning environment. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Use the MCL (teacher leadership coach) to coach and empower Diverse Learner teachers to share their expertise across grand band and levels to empower all teachers to become more collaborative and share their skills with team members throughout the school to create a more shared collaborative environment where everyone is empowered to show case their personal leadership skills. <p>Tags:ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Distributed Leadership</p>

Action Plan

Strategy 1

Reading and Math Consultants lead Professional Development for teacher in K-8 in reading and math on how to deliver rigorous instruction in general education and special education classes that implements fine arts into lessons.

Aug 31, 2020 to Sep 04, 2020 - Administration Math consultant Reading Consultant Teachers

Instructional Leadership Team along with Administration will examine all lesson plans weekly for all subjects using the Lesson Rubric and provide teachers with feedback and resources on rigorous instruction and how to implement fine arts into the lessons.

Sep 08, 2020 to Jun 18, 2021 - Administration ILT

Peer observations to provide teachers with feedback from their peers on how to write lesson plans and implement rigorous instruction and the fine arts.

Sep 08, 2020 to Jun 18, 2021 - Teachers

Teachers will attend professional developments centered around student questioning using DOK, developing rigorous tasks, and text complexity.

Aug 31, 2020 to Jun 18, 2021 - Teachers Administration Reading Consultant Math Consultant

Continued school wide professional development on understanding our school wide Rigor and Relevance Rubric and how to audit tasks

Aug 31, 2020 to Jun 18, 2021 - ILT Administration

ILT will evaluate teacher's tasks using the Rigor and Relevance Rubric bi weekly.

Aug 31, 2020 to Jun 18, 2021 - ILT Administration

Strategy 2

Teachers will continue to collaborate on common unit plans across grade levels based upon CCSS, which will include common standards-aligned assessments of a variety of types-- Diagnostic (to pinpoint gaps), Progress Monitoring (during regular intervals); Formative: classroom (daily, weekly); Formative: team (unit, monthly); Interim (end of quarter or semester); Summative (end of quarter, semester, or year).

Sep 08, 2020 to Jun 18, 2021 - Administration Teachers

Administration and Department Leads will monitor grade band grade books for weekly assessments aligned to the pacing guide and Common Core State Standards.

Sep 08, 2020 to Jun 18, 2021 - Administration Department Leads

Case Manager along with the Special Education department will deliver professional development to teachers on how to make accommodations and modifications to lesson and assessments to ensure the diverse learners become more successful with general education classrooms.

Aug 31, 2020 to Jun 18, 2021 - Case Manager Teachers

ILT will work with grade band team and DL teachers to create and monitor interim assessments that include both low and high level DOK questions that challenge students to think critically and include both quantitative and qualitative data to ensure equitable distribution of questions for all students.

Aug 31, 2020 to Jun 18, 2021 - Teachers, ILT and Admin

Teachers conduct item analysis of test data to determine task and exit slips to address instructional gaps and individual performance issues of each student. Teachers gather differentiated tasks that are then stored in the student's respective work folders called "What I Need" (WIN) folders.

Aug 31, 2020 to Jun 18, 2021 - Teachers, ILT and Admin

Strategy 3

Team building activities across grade level teams during PD week at the beginning of the school year

Aug 31, 2020 to Sep 04, 2020 - Administration Teachers Support Staff

Teacher lead professional development targeting different school focuses that included all staff to support building trust among all staff members.

Aug 31, 2020 to Jun 18, 2021 - Teachers Administration, ESP

Community Building Circles throughout the school year on professional development days

Aug 31, 2020 to Jun 18, 2021 - Teachers Administration Support Staff

Develop a shared leadership structure that allows staff to work together toward school improvement.

Aug 31, 2020 to Jun 18, 2021 - Teachers Administration

Strategy 4

Professional Development training for teachers and support staff centered around competencies outlined in SEL Standards.

Aug 31, 2020 to Jun 18, 2021 - Teachers Support staff Administration

Implementation of Peace Circles throughout all grade level bands.

Aug 31, 2020 to Jun 18, 2021 - Administration Teachers Support Staff

Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes

Jun 01, 2020 to Sep 04, 2020 - Administration Teachers Dean of Students

Staff training on restorative practices such as peace circles, restorative conversations, etc.

Aug 31, 2020 to Jun 18, 2021 - Administration

Implementation of school-wide discipline measures

Aug 31, 2020 to Jun 18, 2021 - Administration Dean of Students Teachers

Strategy 5

Encourage staff to broaden networks to bring new knowledge and resources to learning environment.

Jul 01, 2020 to Jul 01, 2021 - Teachers, ILT

Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.

Jul 01, 2020 to Jul 01, 2021 - Admin.

Use the MCL (teacher leadership coach) to coach and empower Diverse Learner teachers to share their expertise across grand band and levels to empower all teachers to become more collaborative and share their skills with team members throughout the school to create a more shared collaborative environment where everyone is empowered to show case their personal leadership skills.

Aug 03, 2020 to Jun 18, 2021 - Admin, Teacher, MCL, Impact coach

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.

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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.

Emmett Till will perform BOY, MOY and EOY testing. Teachers will give interim assessment every 5 weeks to ensure students are growing academically. Additionally, teachers will use test data for ongoing instruction to ensure students are on-track, instruction is differentiated and student groups are effective.

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

Emmett Till will provide academic interventions throughout the school day for students. Till will offer after school tutoring and Saturday school to help students catch up on school work, complete assignments and increase test scores.

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.

Emmett Till will enter its initial year as an Empowered school. There will be a position for multi classroom leader (MCL) who will ensure that Till DL population is provided interventions and effective instruction throughout the school year in an effort to ensure quality of learning time, and strategies for academic improvement and success.

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).

The school action steps included all priority group including African American and diverse learner students to ensure these students meet and increase their attainment.

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

Till is apart of the opportunities school cohort in which administration participates in month meetings on attracting and retaining high quality teachers. Instructional Leadership Team members participate with the development and structures of hiring and retaining highly-qualified teachers.

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.

Student and teacher needs, along with network/district goals and objectives, will determine the plan's priorities as it guides our professional development. Our ongoing analysis of the school's summative and

formative assessments, evaluation of professional development opportunities and ongoing communications/feedback will be used to identify the most appropriate focus.

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

We plan on having Fine Arts, Family Literacy and Math nights parent engagement activities throughout the SY. We also plan on engaging more parents to come to our peace rooms as an opportunity to have safe space to engage in looking for jobs and or a mental health break.

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.

Preschool teachers/students will begin to collaborate with the Kindergarten teacher in the last quarter of the school year. This will help preschoolers become familiar with the teachers and environment they will participate in the the next school year.

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.

Teachers will use a survey to indicate what assessments should be given to specific grade levels, and our school will use a data driven cycles and item analysis on interim assessments.

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.

Emmett Till will perform BOY, MOY and EOY testing. Teachers will give interim assessment every 5 weeks to ensure students are growing academically. Additionally, teachers will use test data for ongoing instruction to ensure students are on-track, instruction is differentiated and student groups are effective.

Emmett Till will provide academic interventions throughout the school day for students. Till will offer after school tutoring and Saturday school to help students catch up on school work, complete assignments and increase test scores.

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.

The Emmett Till BHT/Care Team will create a menu of resources and school partner ships for students, parents and community ensuring the coordination and integration of federal, state, and local services and programs under No Child Left Behind.

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.

Monthly parent meetings will occur to provide information to parents to plan dates and activities to allow parents to review parent involvement plan and policy. We will have quarterly meetings to discuss curriculum and instruction and our plans to prepare students for college readiness.

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

The Title One annual meeting and organizational meeting will be held in October of 2020. Monthly meetings will occur throughout the school year during the school day and after school/evening meetings. The meetings will be held in our newly re-designed parent room courtesy of NBA cares program with various other sponsors.

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

We will have several Open House sessions for new families. Information will be given to parents at Open house in September and sent home with students who did not have family members attend Open House. Additionally, we post assessment information on our web page which includes an explanation of what assessments our students take and how the results are used. We continue to increase our use of electronic communication with parents. e will communicate information via email robo calls to our parents.

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

PARCC Parent reports will be distributed as soon as they are received. NWEA Student Progress Report will be sent to parents along with Student Goal Setting Worksheet after each assessment window.

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.

A letter will be sent home when a child has been assigned to or taught by a teacher who is not highly qualified. In addition, a letter will be sent home through students detailing the same information.

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.

Till will have several training's throughout the school year on how to use the CPS parent portal. Teachers will also create and share individualized learning plan and all formative and summative assessments for students so parents can understand the states academic content standards and achievement standards. Parents will be encouraged to visit teachers before the beginning of class, during preparation periods, and by appointment to address and questions and concerns they may have. Teachers and staff will discuss student academic progress during grade level meetings and after school during bi-monthly leadership meetings. Parent Report Card pick up, conferences and monthly family nights are other opportunities for parents to monitor their child's progress and work with educators.

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.

The PAC president, vice president, LSC members and administration will plan workshops for families to increase parental involvement. Parents will participate in the school learning walks, leadership meetings, and CIWP committee meetings to become more knowledgeable about instruction, teaching, and the impact it has on students.

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 importance of parental involvement will be included in our opening professional development sessions in August. We will continue the conversation throughout the school year in staff meetings. Teachers will be required to maintain a parent communication log as evidence of routine communication with families. Use of the log will be monitored by Administrators.

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 administration will promote parent initiatives and continue to support the early childhood department.

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.

We will distribute monthly calendars with information on school and parent programs, activities and community opportunities for students and their families. We will post meeting information on our website and use robo-calls to contact families 1- 2 days prior to the event.

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)

No quorum for the LSC.

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.)

Emmett Louis Till Fine & Performing Arts Magnet will strive to meet the academic, social and emotional needs of all students including special needs. Furthermore, we will integrate technology throughout all content areas by providing: quality educational experiences, professional development opportunities and community resources that foster a sense of community whereby parents are involved and committed to participating in their child's educational process

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.

Till will hold two parent- teacher report card pick-up dates as mandated by the district. Parents and teachers may request more conferences as needed throughout the year.

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 provide parents with progress reports during the year (i.e 5th, 15th, 25, and 35th week of the year). In addition, report cards (10th, 20th, 30th and 40th week) will be given out. Conferences may be requested by parents and teachers as needed throughout the year.

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

Since the start of the school day/classroom instruction coincides with the start of the teacher day, parents are encouraged to meet with teachers by appointment before 8:00am. Teachers and staff are also available during preparatory periods and after school by appointment.

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 looking to volunteer may complete a parent volunteer packet. Once the parent has been cleared by safety and security and training is convened by administration, several opportunities exist for parents to become active (Parent Patrol, hall monitors, classroom support, recess/lunch aides and school monitors).

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

Parents will support their children's learning by attending workshops given throughout the year detailing the learning which takes place. In addition, parents are encouraged to attend family nights (one every month) to learn more about the curriculum and content their child works with.

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 decisions relating to the education of their child, by attending monthly LSC, PAC and PTA meetings. Parents will participate in the creation of the individualized learning plan for their student.

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 share the responsibility for improved academic achievement by maintaining good grades, participating in extra-curricular activities, being present in school daily, and being a model citizen. All students will be involved in academic goal setting. Every teacher is expected to confer with every student and set academic and attendance goals for the school year. Progress in those goals must be monitored every 5 weeks.

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.

We will provide a variety of opportunities for parents to learn about how to impact student achievement through our monthly PAC meetings.

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.	\$2288.00
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