Daniel J Corkery Elementary School / Plan summary

2020-2022 plan summary

Team

Name	Role	Email	Access
Ryan MacLeod	Tech Teacher	rmmacleod@cps.edu	Has access
Catherine Nicholson	4th Grade Math Lead Teacher	cagarrity1@cps.edu	Has access
Christine Cummings	Interventionist	cacummings@cps.edu	Has access
Julie Phelps	1st grade teacher	jphelps@cps.edu	Has access
Evelyn McGhee	7/8 Grade Science	eamcghee@cps.edu	Has access
Jennifer Plaskota	Case Mgr/ SPED teacher	jlplaskota@cps.edu	Has access
Adriana Pineda	ELPT	apineda@cps.edu	Has access
Cynthia Puentes	LSC Parent	gonzcynthia@att.net	Has access
Alexis Gonzales	Assistant Principal	aegonzales@cps.edu	Has access
Kiara Francour	Kinder Teacher	kjfrancour@cps.edu	Has access
Shelby Hines	Dean	shines3@cps.edu	Has access

Self-assessment

Carol Devens-Falk (Feb 27, 2020)
Overall assessment: **4 (nearly all/all practices evident)**

Yes	The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
Yes	The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted.
Yes	The CIWP team includes staff reflecting the diversity of student demographics and school programs. The CIWP team should include content leads, program coordinators, staff serving student groups who are historically disadvantaged, etc.
Yes	The CIWP team includes parents, community members and LSC members.
Not yet	All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of inclusive Partnerships and as appropriate for each stakeholders role. (Resource: CPS Spectrum of Inclusive Partnerships)

Team meetings

Date	Participants	Topic
02/27/2020	MacLeod, Nicholson, Cummings, Devens	SEF- Leadership
02/28/2020		SEF

School Excellence 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 Expand all

4

Leadership for Continuous Improvement

3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

4 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)

4 Empower others to make or influence significant decisions (REQUIRED: OSEL)

4 Enable staff to focus and prioritize what matters most

3 Employ the skills to effectively manage change

4 Make 'safe practice' an integral part of professional learning

3 Collaborate, value transparency, and inform and engage stakeholders

Evidence

Everything that we have been focusing on for the past year has been aligned to our CIWP: SEL, MTSS, Math instruction. Regularly and clearly communicate expectations for staff. There sometimes feels like a disconnect since we don't have time throughout the year to meet together.

4

Structure for Continuous Improvement

4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- 4   Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4   Design professional learning (PL) to achieve school-wide improvement goals
- 4   Design and implement school day schedules that are responsive to student needs
- 4   Align the budget to the CIWP priorities and the mission of the school
- 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
- 3   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)
- 4   Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

Evidence

We have engaged in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement with AVMR, ELA interventions, Leading Educators, Foundations, etc… Protocols are used to gather data on student performance for the instruction of modules in Math, interventions in ELA and Math. Monitoring has occurred for the Math program with great attention put towards prioritizing standards. K-3 phonics program was evaluated and monitored. The MTSS programs for academics and SEL is in a constant state of analysis, revision, practice….Data could be looked at more in depth at BOY. ILT, Culture and Climate, Leading Educators, Attendance, Social Committee, Health and Wellness build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work. Flex days used to connect teachers with content. We have in place MTSS, I/A blocks with menu of interventions. Design professional learning (PL) to achieve school-wide improvement goals Data showed that we needed more work with math so we did LE and AVMR, TRC data showed we needed more so we got Wilson and Fundations, SEL walkthrough and math walkthrough. AVMR, SPED teachers advocated for Wilson. We have designed a PL plan relevant to the cultural and linguistic needs of students with AVMR and Wilson, Openlands, Amplify.We Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards with formative assessments with Leading Educators, and MTSS coaching.Middle school science teachers collaboration, Notice and Note and common expectations for informational writing for grades 5-8 All CPS instructional time guidelines are followed. SS and ELA are integrated in K-4 to allow for I/A time. Most dollars are spent on CIWP priorities and supplies. Strategic source vendors are used to purchase materials. IL Empower, Leading Educators, TREP have all been utilized to support needs. Grant funds are purposely granted based on areas of greatest need. Recruiting begins in the spring with interviews and demo lessons. Even pt employees must pass a two-part interviewing process. Relationships are built with universities to recruit prospective graduates. Contingency teaching assignments/placements are in place for high-needs areas like bil/dl positions. More support could be provided to new teachers. LSC approve spending on programs but are not actively involved. Would Erie House be considered a community oversight committee? They are VERY involved in SEL. Parents host dances and fall festival. Areas within our control are kept bright, clutter free, and positive. Sodexo is having trouble keeping up with cleaning and facilities is slow to make needed repairs. More student work and less "welcome back" & informational bulletin boards could be posted. Norms and mission statements are posted throughout the building. The Corkery pledge is also posted on stairwells.

Depth and Breadth of Student Learning and Quality Teaching   Expand all

3

Curriculum

- 3   Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 4   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
- 4   Curriculum is aligned to expectations of the standards
- 3   Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 4   Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity

Evidence

We feel the need to adopt a Social Studies curriculum for grades K-4. Essential understandings are included in Unit Plans. Backwards design is used in planning. Technology projects, Openlands, BudBurst, House in the Woods, PAWS, 7th & 8th grade guest speakers for SS. Math units are aligned vertically. ELA is somewhat. PATHS is an evidence-based program to explicitly teach social and emotional skills to all students K-6. Circles is used in 7th & 8th but we are not sure with fidelity or if it meets their needs. We feel the need to review the SEL standards. Text collections are well stocked. Leveled libraries in all classrooms, guided reading books, subscriptions to Reading AZ & RAZ kids.

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

4 Provide students frequent, informative feedback

4 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

4 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

Increase choices of text for upper grades, more systematic goal setting across grade levels, increase the different pathways for learning. An increase is needed in student talk and discussion. Math instruction has improved to allow for more cognitively challenging tasks. We don't have a consistent practice of looking at student work. Frequent informative feedback occurs in K-6, and some encore classes. This is an area that could use strengthening. A lot of teams K-6 meet regularly to plan units, evaluate assessments & anticipate misconceptions. Impromptu adjustments are made in small group instruction. More can be done to improve differentiation for DLs and opportunities for advanced learners.

2

Balanced Assessment and Grading

4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications

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

2 Improve and promote assessment literacy

2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

Evidence

Notes Changed our phonics curriculum based on data universally designed assessments in Amplify, Eureka Math, Fundations Notes There are systems in place for primary grades. Lacking in assessment in 5-8 with reading other than universal screening. Lacking in assessment in 5-8 with writing. Notes Interventionist helps 5-8 with their I/A blocks, all grade levels are progress monitoring Notes How are we differentiating? We are doing this for IAR and NWEA what about everyday This goes back to the grading Notes -happening in Math and Science -Social Studies are using DBQ -A lot of authentic learning happening in ELA Notes ACCESS ELD in K-2 Notes -data wall -people use data wall to determine I/A -what are we doing during tier 1 that is not enough? -We are now teaching toward common core math, we now have a better phonics program Notes PL related to this four step process would be beneficial Notes Need to work on Can we create something school wide; what to grade, how are you doing on the standards, how are we scaffolding for gen ed and sped students

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4

MTSS

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

4 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)

4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

4 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)

4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

4 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)

4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

4 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)

4 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)

4 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)

2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

4 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)

4 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)

4 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)

4 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)

4 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)

4 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)

4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

4 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)

4 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

All students are on the data wall. Differentiated instruction occurs more in the K-6 setting in ELA and Math. BHT is working on creating more diagnostic tools and lists of interventions. Academic interventions are researched based, well communicated and opportunities are available for teachers to receive training. AVMR, Leading Educators, Wilson and Fundations are all used improve instruction, guide grouping, re-teach, and identify prioritize instructional needs. Parents are often referred to community partners for SEL support. We could have more regular communication with parents about MTSS. More can be done for systematic notifications to parents regarding MTSS. Poder Ser & Erie House continue to be partners in helping with academic and SEL MTSS. Families give input for SEL interventions, but not academics. Teachers use class DoJo, agendas, homework notebooks, take home folders and behavior charts as a means of communication.

3
Transitions, College & Career Access, & Persistence

2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)

3 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

There is not a screening process for all students to assess their academic and behavioral needs. ELs are screened, DLs are placed in their setting, and primary are screened. We monitor the progress of English learners after transition from services. Summer bridge, EL support is encouraged, and ESY for DLS needing supports to sustained summer learning experiences to minimize learning loss and support key transition periods. We have partnered with PODER Ser to expand access beyond students who are struggling academically. Chess, crochet, art, soccer, clubs were provided to students with opportunities to discover personal talents and skills. Provide students with opportunities to identify preliminary career and academic interests that align with their personal talents and skills via naviance interest inventory. We started the conversation about college in primary grades and continued the conversation in upper grades. We distributed Corkery today, college tomorrow t-shirts given out. We created a College bulletin board on 2nd floor. College day is every Monday. College banners for every staff member. Staff wear college shirts in their pictures. Technology, robotics, SEL, and advisory classes with Ms. McKenna via Naviance are structured opportunities for students to develop foundational skills, including SEL and 21st century skills, post secondary skills, to be successful in work and life. McKenna helps students understand their HS applications and

their eligibility for certain HSs based on grades/test scores. Students are provided NWEA goal sheets after each testing period, and goal setting surveys are provided to middle school students quarterly. 8th graders are provided access to 8th grade algebra and transitional math and other 4th year math opportunities to reduce need for remediation.

Quality and Character of School Life Expand all

3

Relational Trust

3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)

3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

Evidence

Adults encourage problem solving and restorative conversations. PATHS is used K-6, School wide initiatives include calm classroom, Kindness, etc... More emphasis needs to be placed on explicit instruction in all grade levels. Staff interactions with students are more often corrective and positive, particularly for students who are frequently referred for behavior incidents.

2

Student Voice, Engagement, and Civic Life

2 Study politics

1 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)

1 Authentically interact with community and civic leaders

2 Engage with their community

1 Take informed action where they work together to propose and advocate for solutions

1 Experience a schoolwide civics culture

Evidence

Politics is studied in 7th and 8th but not in K-5. Many of these areas seem more geared towards HS. 7th & 8th grade engage in discussions deliberations, and develop arguments. Newsela, Amplify budburst programs allow for that analysis and discourse. 5th & 6th engage in discourse through Science, ELA and Math. Other grades do this to a smaller extent. We need to be more intentional about having our students explore their identities and move beyond celebrations. We are working on developing a student voice committee. Students are exposed to civic organizations through GSA, Poder, & Erie House.

3

Physical and Emotional Safety

3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)

2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

Evidence

We have implemented PBIS. The pledge said every day, posted throughout the school. Caught being goods targeted to a behavior focus of the week. Peers recognizing positive behaviors. Part of our routines throughout the building. Adults intervening in positive and negative situations; adults taking ownership of the students in the building. We know about this trauma sensitive approach now. We need to learn to act more in the moment. Invest more time in this. Many people in the building have a morning greeting routine now.Referral process is becoming more clear to the BHT (who to direct is sues of concerns); figuring out who is handling what when we now have a dean, counselor, and social worker According to SEL surveys, some students feel comfortable and know how to seek support from school staff if they feel unsafe or if they are struggling emotionally and some students do not. But the majority of students say that they don't know how to aren't supported. Adults follow the CPS-established protocol, including conducting a bullying investigation, when they are aware of teasing, bullying, harassment or other behaviors that may cause students to feel unsafe. Provide clear criteria for office referrals versus classroom managed behavior: The BHT working on this as a one pager.

2

Supportive and Equitable Approaches to Discipline

3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)

2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)

2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

Evidence

New discipline google form will collect data (standardized process). Official district reporting system: ASPEN. We use data to determine which behaviors should be retaught or more heavily reinforced. A New disciplinary form will allow for ease in data analysis. More support could be given to those who are departmentalized to explicitly teach behaviors. On-going efforts are made to support staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, repair relationships, and cause minimal disruption to learning , but this is still an area to provide support. Suspensions are used as a last resort. Sometimes we revisit classrooms to discuss the aftermath of tantrums and posing physically unsafe behaviors. We need to improve our response to Implement processes that address and meet the needs of students who are impacted by behavior incidents. When reviewing behavior data, the school team evaluates the degree to which disciplinary practices are equitably applied and considers race, IEP status, language, gender, and other demographic factors. We began this process with the 5 / 6 teacher team, but need to take a look at this school wide / to look for disproportionate numbers of discipline reports.

4

Family & Community Engagement

2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

4 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).

4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

4 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)

4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)

4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)

4 Partner equitably with parents speaking languages other than English

4 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

Coffee with the principal to respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns. We inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks. Examples include NWEA, TRC scores Kindergarten/Pre-K meetings, and meetings with students and parents in benchmark grades. BAC, PAC, monthly newsletters, robocalls, meetings in Spanish are communication strategies to tailor and to affirm family culture and to support individual needs. We provided parents information in their native language and scheduled parent meetings with interpreters present to facilitate participation. Examples includes BAC, PAC, monthly newsletters, robocalls, and meetings in Spanish. Our Community partners that share the values of the school and have a complementary mission to the school's vision are Openlands, New Life, READS, Poder and Erie house. Poder and Erie house have to monitor their own impact.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1 2 3 4 5 ⊘
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1 2 3 4 5 ⊘
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1 2 3 4 5 ⊘
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1 2 3 4 5 ⊘
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1** 2 3 4 5 ⊘

3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	1 2 3 4 5 ⊘
3	Quality and Character of School Life: Physical and Emotional Safety	1 2 **3** 4 5 ⊘
3	Quality and Character of School Life: Relational Trust	1 **2** 3 4 5 ⊘
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1 2 3 4 5 ⊘
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1 2 3 4 5 ⊘
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1 2 3 4 5 ⊘
4	Quality and Character of School Life: Family & Community Engagement	1 2 3 4 5 ⊘

Self-assessment

Carol Devens-Falk (Mar 20, 2020)
Overall assessment: **4 (nearly all/all practices evident)**

| Yes | Root causes are used to identify 3 to 5 SEF categories are selected as priority areas. |
| Yes | Selected priority areas reflect capacity of the staff to achieve progress in each area within two years. |

Carol Devens-Falk (Apr 23, 2020)
Overall assessment: **4 (nearly all/all practices evident)**

| Yes | Root causes are used to identify 3 to 5 SEF categories are selected as priority areas. |
| Yes | Selected priority areas reflect capacity of the staff to achieve progress in each area within two years. |

Goals

Areas of critical need and root cause analysis

☑ 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.;

☑ 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 Making Sufficient Annual Progress on ACCESS	EL		35.00	45.00
We chose this metric because the percentage of students making sufficient annual progress on ACCESS was below 25%.			*(Blank)*	*(Blank)*

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 Growth G3-8 (Reading)	African American		52.00	62.00
We chose this metric because we are working towards implementing more effective tier 1-3 instructional practices in literacy.	Students with IEPs		44.00	49.00
Vision: NWEA Attainment G2-8 (Reading)	Overall		60.00	65.00
We chose this metric because we want to increase growth and attainment levels in literacy throughout the school.			*(Blank)*	*(Blank)*
(Blank)			*(Blank)*	*(Blank)*
			(Blank)	*(Blank)*
(Blank)			*(Blank)*	*(Blank)*
			(Blank)	*(Blank)*

Required metrics (Elementary)   **100% complete**

	2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
My Voice, My School 5 Essentials Survey				
Supportive environment	*(Blank)*	*(Blank)*	35.00	43.00

Custom metrics   **100% complete**

	2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
Discipline referrals to more accurately reflect our student population.				
Currently, African American students account for 59% of the discipline referrals but are approximately 15% of the population. Therefore, culturally responsive instruction and consistent and comprehensive tier 1 SEL practices need to be implemented.	*(Blank)*	59.00	45.00	35.00

Self-assessment

Christine Cummings (Mar 25, 2020)
Overall assessment: **4 (nearly all/all practices evident)**

Yes   Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.

Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that idenifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Christine Cummings (Mar 25, 2020)
Overall assessment: **4 (nearly all/all practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that idenifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Carol Devens-Falk (Mar 26, 2020)
Overall assessment: **4 (nearly all/all practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Somewhat	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that idenifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we strengthen our Tier 1 SEL practices To be more cohesive and consistent,	Then we will see better relational trust between staff and students.	Disciplinary reports will be more reflective of the student demographics (grade level, gender, race) and scores on the supportive environment section of MSMV survey will increase.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Time: Professional Development and grade level meeting time for PLCs and analyzing data. Budget for instructional materials, PLC materials, and presenters.

Tags:
OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Develop an observation tool for SEL walk-through	BHT	Jun 5, 2020 to Jun 5, 2020	Not started
Conduct SEL tier 1 walk-through observations quarterly.	Devens, Gonzales, Hines, Pineda, Cummings	Oct 2, 2020 to Jun 3, 2022	Not started
Revise the SEL student survey for 4-8	Hines	May 8, 2020 to May 8, 2020	Not started
Conduct Survey for 4th-8th grade students quarterly.	Culture and Climate Team	Oct 2, 2020 to Apr 8, 2022	Not started
Analyze results of the SEL Survey 4-8 quarterly. Create and/or update action plans based on results.	Grade level teams 4-8 grade	Nov 20, 2020 to May 6, 2022	Not started
PD on culturally responsive teaching	ILT	Aug 31, 2020 to Jun 17, 2022	Not started
Targeted coaching around tier 1 SEL supports	BHT & coaches	Sep 18, 2020 to Jun 17, 2022	Not started
Choose and purchase SEL program 7&8	Teachers & Leadership team	Aug 31, 2020 to Jun 18, 2021	Not started
Paths implemented in 5th in 6th consistently and cohesively	Teachers & Admin	Sep 8, 2020 to Jun 17, 2022	Not started
PD on how to set, explicitly teach, and maintain expectations at all grade levels.	Hines	Aug 31, 2020 to Jun 17, 2022	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
If we strengthen the program and instruction for English Learners.	Explicit English language instruction, and systematic and consistent implementation of practices.	Then ELs will make adequate growth as measured by curriculum based summative assessments, and ACCESS.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Time for PD and GLMs, Funds for new Spanish Phonics program instructional materials, supplies.

Tags:
OLCE

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
PD on the developing language objectives.	ELPT- Ardiana Pineda	Aug 31, 2020 to Sep 4, 2020	Not started
Teachers will write language objectives aligned with student proficiency levels using WIDA Can-do.	Teachers	Sep 4, 2020 to Jun 30, 2022	Not started
Teachers will Include language objectives in unit plans.	Teachers	Sep 4, 2020 to Jun 30, 2022	Not started
Teachers will complete the Can-Do descriptor template (BOY).	Teachers	Aug 31, 2020 to Aug 31, 2020	Not started
In grade level workshops, teachers will progress monitor language proficiency development in content subjects using WIDA rubrics.	Teachers	select	Not started
PD on Sheltered English Instruction (building background, comprehensible input, strategies, interactions, practice & application, lesson delivery, review and assessment) (excluding K-2 monolingual)	ELPT-Adriana Pineda	Aug 31, 2020 to Jun 30, 2022	Not started
Teachers will receive PD on strategies and supports to support English language domains.	ELPT- Adriana Pineda & Teachers	Aug 31, 2020 to Jun 30, 2022	Not started
Target coaching for ELD block in primary bilingual classrooms	ELPT-Adriana Pineda	Aug 31, 2020 to Jun 30, 2022	Not started
Goal setting using ACCESS scores with students and teachers	Teachers	Aug 31, 2020 to Jun 30, 2022	Not started
Purchase Spanish phonics program	ELPT- Adriana Pineda	Jun 30, 2020 to Jun 30, 2020	Not started

PD on Spanish phonics program	ELPT- Adriana Pineda	Aug 31, 2020 to Aug 31, 2020	Not started
Implement Spanish phonics program in K-2 grade	Teachers	Aug 4, 2020 to Jun 30, 2022	Not started
Provide coaching for Spanish phonics program in K-2 grade	ELPT- Adriana Pineda	Sep 4, 2020 to Jun 30, 2022	Not started
Continue to implement FUNdations in 3rd grade	3rd gr. teacher	Sep 4, 2020 to Jun 30, 2022	Not started
Purchase JELL-ESL program for K-2 grade	ELPT- Adriana Pineda	Jul 1, 2021 to Jul 1, 2021	Not started
PD on JELL-ESL program for K-2 grade	ELPT-Adriana Pineda	Aug 30, 2021 to Aug 30, 2021	Not started
Implement JELL-ESL program K-2 grade	Teachers K-2	Sep 7, 2021 to Jun 30, 2022	Not started
Provide coaching for JELL-ESL program K-2 grade	ELPT- Adriana Pineda	Sep 7, 2021 to Jun 30, 2022	Not started
Continue to learn and implement systematic and explicit interventions in Spanish literacy	Interventionist- Christine Cummings and ELPT- Adriana Pineda	Aug 31, 2020 to Jun 30, 2022	Not started
Implementation of Heggerty in English K-2 grades during ELD block	K-2 Teachers	Aug 31, 2020 to Jun 30, 2022	Not started
Provide spanish literacy interventions to ELs in Tier 2-3	Interventionist- Christine Cummings and ELPT- Adriana Pineda	Sep 1, 2020 to Jun 30, 2022	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Improve tier 1-3 instruction in Literacy	explicit literacy instruction, and systematic, consistent, and aligned implementation of practices.	Improve growth & attainment in Reading as measured by NWEA & IAR.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Time: Professional Development and grade level meeting time for PLCs and analyzing data. Budget for instructional materials, PLC materials, and presenters.

Tags:
Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Continue implementation of FUNdations in monolingual rooms: K, 1, 2, and 3rd bilingual/transition (Tier 1).	Teachers	Sep 1, 2020 to Jun 30, 2022	Not started

Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps

Add FUNdations instruction to 3rd grade monolingual classroom (Tier 1).	3rd grade Teacher	Sep 1, 2020 to Sep 1, 2020	Not started

Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps

Purchase JUST WORDS intervention curriculum.	Christine Cummings	Jul 1, 2020 to Jul 1, 2020	Not started

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

Teacher training in JUST WORDS intervention curriculum.	Christine Cummings	Aug 31, 2020 to Sep 4, 2020	Not started

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

Implement JUST WORDS in small groups during I/A block in grades 4-8 and/or ELs & DLs (Tier 2).	Teachers 4-8	Sep 1, 2020 to Jun 30, 2022	Not started

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

Continue implementation of WRS for Tier 3 students and DLs.	Wilson Teachers	Sep 1, 2020 to Jun 30, 2022	Not started

MTSS: Curriculum & Instruction, MTSS: Progress Monitoring

Determine major, supportive, and additional Common Core standards in ELA.	ILT Teachers	Aug 31, 2020 to Sep 4, 2020	Not started

Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

Update scope & sequence at each grade level to reflect major, supportive, and additional standards; then vertically alignment of scope & sequence.	ILT Teachers	select	Not started

Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

Vertically align major, supportive, and additional standards.	ILT Teachers	select	Not started

Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

Review PD on Backwards Design.	ILT Teachers	select	Not started

Assessment: Monitoring Student Learning to Support Growth

Develop and/or adapt performance assessments based on major, supportive, and additional standards.	Grade level teams	select	Not started

Assessment: Monitoring Student Learning to Support Growth

Develop and/or adapt ELA units of study.	Grade level teams	select	Not started

Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

Purchase AIMSweb	Christine Cummings	select	Not started

Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring

PD on AIMSweb	Christine Cummings School Psychologist	select	Not started

Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring

Utilize AIMSweb for progress monitoring, curriculum based assessment, and standards based assessment as part of the MTSS process.	School Psychologist Christine Cummings Teachers	select	Not started

Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring

Action Plan

Strategy 1

✚ Develop an observation tool for SEL walk-through

Jun 05, 2020 to Jun 05, 2020 - BHT

Status history

✚ Conduct SEL tier 1 walk-through observations quarterly.

Oct 02, 2020 to Jun 03, 2022 - Devens, Gonzales, Hines, Pineda, Cummings

Status history

✚ Revise the SEL student survey for 4-8

May 08, 2020 to May 08, 2020 - Hines

Status history

✚ Conduct Survey for 4th-8th grade students quarterly.

Oct 02, 2020 to Apr 08, 2022 - Culture and Climate Team

Status history

✚ Analyze results of the SEL Survey 4-8 quarterly. Create and/or update action plans based on results.

Nov 20, 2020 to May 06, 2022 - Grade level teams 4-8 grade

Status history

✚ PD on culturally responsive teaching

Aug 31, 2020 to Jun 17, 2022 - ILT

Status history

✚ Targeted coaching around tier 1 SEL supports

Sep 18, 2020 to Jun 17, 2022 - BHT & coaches

Status history

✚ Choose and purchase SEL program 7&8

Aug 31, 2020 to Jun 18, 2021 - Teachers & Leadership team

Status history

✚ Paths implemented in 5th in 6th consistently and cohesively

Sep 08, 2020 to Jun 17, 2022 - Teachers & Admin

Status history

✚ PD on how to set, explicitly teach, and maintain expectations at all grade levels.

Aug 31, 2020 to Jun 17, 2022 - Hines

Status history

Strategy 2

✚ PD on the developing language objectives.

Aug 31, 2020 to Sep 04, 2020 - ELPT- Ardiana Pineda

Status history

✚ Teachers will write language objectives aligned with student proficiency levels using WIDA Can-do.

Sep 04, 2020 to Jun 30, 2022 - Teachers

Status history

✚ Teachers will Include language objectives in unit plans.

Sep 04, 2020 to Jun 30, 2022 - Teachers

Status history

✚ Teachers will complete the Can-Do descriptor template (BOY).

Aug 31, 2020 to Aug 31, 2020 - Teachers

Status history

✚ In grade level workshops, teachers will progress monitor language proficiency development in content subjects using WIDA rubrics.

- Teachers

Status history

✚ PD on Sheltered English Instruction (building background, comprehensible input, strategies, interactions, practice & application, lesson delivery, review and assessment) (excluding K-2 monolingual)

Aug 31, 2020 to Jun 30, 2022 - ELPT-Adriana Pineda

Status history

✚ Teachers will receive PD on strategies and supports to support English language domains.

Aug 31, 2020 to Jun 30, 2022 - ELPT- Adriana Pineda & Teachers

Status history

✚ Target coaching for ELD block in primary bilingual classrooms

Aug 31, 2020 to Jun 30, 2022 - ELPT-Adriana Pineda

Status history

✚ Goal setting using ACCESS scores with students and teachers

Aug 31, 2020 to Jun 30, 2022 - Teachers

Status history

✚ Purchase Spanish phonics program

Jun 30, 2020 to Jun 30, 2020 - ELPT- Adriana Pineda

Status history

✚ PD on Spanish phonics program

Aug 31, 2020 to Aug 31, 2020 - ELPT- Adriana Pineda

Status history

✚ Implement Spanish phonics program in K-2 grade

Aug 04, 2020 to Jun 30, 2022 - Teachers

Status history

✚ Provide coaching for Spanish phonics program in K-2 grade

Sep 04, 2020 to Jun 30, 2022 - ELPT- Adriana Pineda

Status history

✚ Continue to implement FUNdations in 3rd grade

Sep 04, 2020 to Jun 30, 2022 - 3rd gr. teacher

Status history

✚ Purchase JELL-ESL program for K-2 grade

Jul 01, 2021 to Jul 01, 2021 - ELPT- Adriana Pineda

Status history

✚ PD on JELL-ESL program for K-2 grade

Aug 30, 2021 to Aug 30, 2021 - ELPT-Adriana Pineda

Status history

✚ Implement JELL-ESL program K-2 grade

Sep 07, 2021 to Jun 30, 2022 - Teachers K-2

Status history

✚ Provide coaching for JELL-ESL program K-2 grade

Sep 07, 2021 to Jun 30, 2022 - ELPT- Adriana Pineda

Status history

✚ Continue to learn and implement systematic and explicit interventions in Spanish literacy

Aug 31, 2020 to Jun 30, 2022 - Interventionist-Christine Cummings and ELPT- Adriana Pineda

Status history

✚ Implementation of Heggerty in English K-2 grades during ELD block

Aug 31, 2020 to Jun 30, 2022 - K-2 Teachers

Status history

✚ Provide spanish literacy interventions to ELs in Tier 2-3

Sep 01, 2020 to Jun 30, 2022 - Interventionist-Christine Cummings and ELPT- Adriana Pineda

Status history

Strategy 3

✚ Continue implementation of FUNdations in monolingual rooms: K, 1, 2, and 3rd bilingual/transition (Tier 1).

Sep 01, 2020 to Jun 30, 2022 - Teachers

Status history

✚ Add FUNdations instruction to 3rd grade monolingual classroom (Tier 1).

Sep 01, 2020 to Sep 01, 2020 - 3rd grade Teacher

Status history

✚ Purchase JUST WORDS intervention curriculum.

Jul 01, 2020 to Jul 01, 2020 - Christine Cummings

Status history

✚ Teacher training in JUST WORDS intervention curriculum.

Aug 31, 2020 to Sep 04, 2020 - Christine Cummings

Status history

✚ Implement JUST WORDS in small groups during I/A block in grades 4-8 and/or ELs & DLs (Tier 2).

Sep 01, 2020 to Jun 30, 2022 - Teachers 4-8

Status history

✚ Continue implementation of WRS for Tier 3 students and DLs.

Sep 01, 2020 to Jun 30, 2022 - Wilson Teachers

Status history

✚ Determine major, supportive, and additional Common Core standards in ELA.

Aug 31, 2020 to Sep 04, 2020 - ILT Teachers

Status history

✚ Update scope & sequence at each grade level to reflect major, supportive, and additional standards; then vertically alignment of scope & sequence.

- ILT Teachers

Status history

✚ Vertically align major, supportive, and additional standards.

- ILT Teachers

Status history

✚ Review PD on Backwards Design.

- ILT Teachers

Status history

✚ Develop and/or adapt performance assessments based on major, supportive, and additional standards.

- Grade level teams

Status history

✚ Develop and/or adapt ELA units of study.

- Grade level teams

Status history

✚ Purchase AIMSweb

- Christine Cummings

Status history

✚ PD on AIMSweb

- Christine Cummings School Psychologist

Status history

✚ Utilize AIMSweb for progress monitoring, curriculum based assessment, and standards based assessment as part of the MTSS process.

- School Psychologist Christine Cummings Teachers

Status history

Fund Compliance

ESSA Program

⊙ ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

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

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.

> Parent input is gathered through the PAC and BAC committees. Parent input is also gathered through surveys at PAC meetings with the principal, assistant principal, and ELPT leading the BAC committee.

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

> Our first annual meeting will take place on September 10, 2020 and the Title 1 PAC organizational meeting will take place on October 1, 2020. Meetings will be held thereafter the first Thursday of the month at the selected time parents requested in a parent survey.
> The school will promote meetings and encourage participation by sending home flyers for the meeting in English and Spanish, sending robocalls in English and Spanish, post meeting announcements at the school entrance and school sign.

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 administration participates in the meetings and takes suggestions from the parents in attendance as well as the committee. Additionally, the PAC meets with
> school administrators to make requests. Requests are met before the next PAC meeting whenever possible. Parents attending the meetings complete parent surveys to offer suggestions.

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

> The results from the state assessments are distributed to parents in accordance with Chicago Board of Education protocols.

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.

> All teachers at Corkery School are "highly qualified". If a teacher is not highly qualified, the school will notify the student's families via letter.

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.

> This will be accomplished through workshops and seminars planned by the PAC.

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.

> This will be accomplished through workshops and seminars planned by the PAC.

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.

> This will be accomplished by reaching out to staff members to participate in family events, in setting up systems for two-way communication with parents, and in following school protocols for keeping parents informed of MTSS interventions, and other initiatives with Prek and Kinder.

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.

> Our school social worker and other related support staff develop topics relating to PreK, Kinder and social emotional learning to invite our students' parents to participate in monthly or quarterly meetings.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

> The school will send invitations to meetings through a variety of modes of communication. Flyers are in English and Spanish. Invitations are posted on the school website, and publicized on the school entrance, and announcement board. Robocalls are sent in English and Spanish to families. All meetings will have English to Spanish translators.

Policy Implementation Activities

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

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

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

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

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

> N/A

School-Parent Compact   **Complete**

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

> In partnership with community members, engaged and informed parents, and a professional learning community, we will provide a comprehensive curriculum to meet all students' individual needs in preparation for college and career.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

> The school will conduct two parent-teacher conferences. One will be held at the end of the 1st quarter and the second at the end of the 3rd quarter.

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 send out progress reports to parents every 5th, 15th and 25th week.

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

Staff will be available by appointment to speak with parents. Parents can communicate with teachers through the parent portal as well as direct cps email to teachers.

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

Parents are encouraged to volunteer in classrooms, on field trips, and at special events. All parents are requested to follow the CPS Volunteers guidelines for Level 1 and 2.

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

Parents will set up accounts on the parent portal to monitor their child's progress. Parents will commit to helping students with homework and attendance.

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 be invited to meetings related to the student's education. Examples include IEP meetings and meetings to discuss interventions, when appropriate.

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 commit to attending school regularly and coming to school on time every day. Students will sign up for the student portal to track their progress, and set goals through Naviance and other means.

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 PD that mirrors the initiatives in our CIWP. Parents will receive training in SEL school practices, language development and instruction for English Learners, and tier 1-3 instruction in Literacy.

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.	$ 500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 647 .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)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00

| 54205 | **Travel** | | $ | 200 | .00 |

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.

| 54565 | **Reimbursements** | | $ | Amount | .00 |

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.

| 53510 | **Postage** | | $ | Amount | .00 |

Must be used for parent and family engagement programs only.

| 53306 | **Software** | | $ | Amount | .00 |

Must be educational and for parent use only.

| 55005 | **Furniture and Equipment** | | $ | 1400 | .00 |

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.