



New Field Elementary School / Plan summary

2020-2022 plan summary

Team

Name	Role	Email	Access
Conrey Callahan	Principal	ccallahan@cps.edu	Has access
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Team meetings

Date	Participants	Topic
01/30/2020	PPLC Member	2018-2020 CIWP Review and Reflection

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.
- NA Practice is not applicable.
- ⊘ Not scored

Leadership and Structure for Continuous Improvement Expand all

2

Leadership for Continuous Improvement

- 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
- 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 3 Enable staff to focus and prioritize what matters most
- 2 Employ the skills to effectively manage change
- 2 Make 'safe practice' an integral part of professional learning
- 2 Collaborate, value transparency, and inform and engage stakeholders

Evidence

Evidence

3

Structure for Continuous Improvement

- 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 3 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
- 4 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

Evidence

Depth and Breadth of Student Learning and Quality Teaching Expand all

3

Curriculum

- 2 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
- 2 Curriculum connects to real world, authentic application of learning
- 2 Curriculum is aligned to expectations of the standards
- 4 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

Evidence

3

Instruction

- 3 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
- 2 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 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

Evidence

2

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
- 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
- 2 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

Evidence

Evidence

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)
- 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)
- 4 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)
- 2 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)
- 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)
- 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)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 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)
- 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

Evidence

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)
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS – Ensure equitable access to college preparatory curriculum
- 1 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with

Evidence

Evidence

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

Evidence

Evidence

2

Student Voice, Engagement, and Civic Life

- 1 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)
- 3 Authentically interact with community and civic leaders
- 3 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 1 Experience a schoolwide civics culture

Evidence

Evidence

4

Physical and Emotional Safety

- 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 4 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

Evidence

2

Supportive and Equitable Approaches to Discipline

- 4 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)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

Evidence

Evidence

3

Family & Community Engagement

- 4 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
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 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

Evidence

Self-assessment

Conrey Callahan (Jan 31, 2020)

Overall assessment: **3 (most practices evident)**

These are initial ratings and will be finalized with the PPLC.

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)

Overall assessment: **3 (most practices evident)**

Initial ratings, will finalize once reviewed with PPLC team.

Yes	Ratings are provided for all SEF categories and sub-categories.
Somewhat	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)

Overall assessment: **3 (most practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)

Overall assessment: **3 (most practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)

Overall assessment: **3 (most practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)

Overall assessment: **3 (most practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)
Overall assessment: **2 (some practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)
Overall assessment: **3 (most practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)
Overall assessment: **3 (most practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)
Overall assessment: **3 (most practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)
Overall assessment: **2 (some practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)
Overall assessment: **4 (nearly all/all practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)
Overall assessment: **2 (some practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Conrey Callahan (Jan 31, 2020)
Overall assessment: **3 (most practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus <input type="checkbox"/> = Not of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1 2 3 4 5 <input type="checkbox"/>
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	<input checked="" type="checkbox"/> 2 3 4 5 <input type="checkbox"/>
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1 2 3 4 5 <input type="checkbox"/>
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1 2 3 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1 <input checked="" type="checkbox"/> 3 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1 2 3 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1 2 3 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	1 2 3 4 5 <input type="checkbox"/>
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1 2 3 4 5 <input type="checkbox"/>
3	Quality and Character of School Life: Family & Community Engagement	1 2 3 4 5 <input type="checkbox"/>
3	Quality and Character of School Life: Relational Trust	1 2 <input checked="" type="checkbox"/> 4 5 <input type="checkbox"/>
4	Quality and Character of School Life: Physical and Emotional Safety	1 2 3 4 5 <input type="checkbox"/>

Self-assessment

Conrey Callahan (May 27, 2020)

Overall assessment: **3 (most practices evident)**

We are honing in on key, critical attributes within each of these indicators: Leadership for Continuous Improvement (indicator 2 & 4) Curriculum (indicator 18) Relational trust (indicator 71)

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 Our overall growth is below the expected average growth, at 31.7% making expected annual progress. EL students comprise the majority of our student population, so this is an urgent imperative.	EL		40.00	48.00
			(Blank)	(Blank)
Vision: NWEA Growth G3-8 (Reading) EL students comprise the majority of our student population, so this is an urgent imperative. Both subgroups are performing significantly lower than their peers. We see a drastically lower performance for our students with IEPs, particularly in reading. Given our school context and emphasis on inclusion, we must narrow the gap in performance. Additionally, our African American male students are our lowest performing subgroup as a whole.	Students with IEPs		45.00	50.00
	African American Male		78.00	75.00
Vision: NWEA Growth G3-8 (Math) Our African American male students are our lowest performing subgroup as a whole.	African American Male		54.00	60.00
			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)

Required metrics (Elementary)

0% complete

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

Custom metrics

0% complete

	2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP	2021-2022 SQRP

Self-assessment

Conrey Callahan (May 27, 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.
Not yet	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 identifies 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...

If we inspire a culture of collective responsibility for ALL students, and adapt our instruction to meet the individual interests of and lived experiences, cultural, ethnic and linguistic backgrounds of all our students

...then we see...

Students supported socially and academically, (both during remote learning and in school), with positive, responsive relationships with at least one adult in the building.

...which leads to...

31 to 48% of our EL students making expected growth on ACCESS, increasing growth for our students with IEPs in NWEA reading from the 38th percentile to the 50th percentile, and our African-American male student outcomes increasing from the 63rd to the 75th percentile in reading and fro the 63rd to the 75th percentile.

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.

- * Focused PD plan
- * Continued investment in ancillary workers
- * Community resources: Loyola Americorps VISTA coordinator
- * PD time focused on relationship building, trauma informed practices, cultural competency, classroom management, disciplinary responses
- * Consistent philosophy of classroom management and discipline

Tags:

Leadership for Continuous Improvement, Relational Trust

Area(s) of focus:

1

Action step

Engage in professional development that teaches teachers how to combine SEL and academics. Too often it seems like they are seen as separate-when really, we should be embedding this in our teaching/practices.

Responsible

ILT, BHT

Timeframe

Feb 7, 2021 to Sep 7, 2021

Status

Not started

Literacy: Key Practice #4-Authentic Learning Experiences, OSEL: SEL Instruction, Math: Curriculum

Dedicate PD and grade level time dedicated to collaborative planning to meet needs of all students (EL, DL, based on different SEL and academic levels.)	administration, grade level leads	Aug 30, 2020 to Jun 30, 2022	Not started
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Curriculum, Instruction, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, Teacher Leader Development & Innovation: Teacher Teams

Develop vertical teacher-partners (eg instead of "mentor meetings" maybe a collaborative partnership), with an area of inquiry	Teachers, admin	Jul 1, 2021 to Jun 1, 2022	Not started
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Instruction, Relational Trust, Teacher Leader Development & Innovation: Teacher Teams

Post school-wide positive sentence starters/phrases/academic vocabulary to give each other compliments in the building to help all of us stay positive.	Admin, BHT	Oct 1, 2020 to Jun 30, 2021	Not started
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OSEL: SEL Instruction, OSEL: Supportive School Environment

During collaborative planning time, create a structure/protocol so that relationships with students becomes the justification for some of our academic decisions. The goal is that we are focusing on getting to know our students on a deeper level and discuss with our colleagues how we are using that knowledge in our instructional planning.	grade level teams, ILT	Nov 1, 2020 to Jun 30, 2021	Not started
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Relational Trust, MTSS: Problem Solving Process, MTSS: Shared Leadership

Possibly focus summer PD on more teambuilders, getting to know you activities we can do with students the first few weeks of school	Committee leads, admin	Aug 1, 2020 to Sep 30, 2020	Not started
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Relational Trust, OSEL: Supportive School Environment

Possibly find a way for teachers to visit other grade level classrooms at BOY, potentially during Morning Meeting, to introduce themselves, get to know students & build relationships with students outside of their homeroom.	ILT, CCC team	Sep 20, 2020 to Dec 31, 2020	Not started
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Relational Trust, OSEL: Supportive School Environment

Vertical planning (ie. setting up reading buddies to strengthen relationships between students and teachers) Form consistent weekly reading buddies with other classrooms. Same grade level or one grade level above or below.	grade level teams, admin	Jan 1, 2021 to Jan 1, 2022	Not started
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OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Teacher Teams

Collaboration between grade levels to better understand students. (Example- 2nd grade shares with 3rd grade important information they know about child. What works, not focused on "negative.")	Admin, teachers	Jun 14, 2020 to Sep 5, 2020	Not started
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Relational Trust, MTSS: Curriculum & Instruction, OSEL: Supportive Classroom Environment

Development of culturally responsive and differentiated curriculum. One way we build relationships is by giving our students what they need academically- by challenging them, believing in them, and supporting them through the learning process.	committees	Aug 1, 2020 to Jun 30, 2022	Not started
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Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Math: Rigorous Tasks, Math: Equitable Access

Differentiated PDs for staff. For us to be effective, we need to be reflective. An area of strength for a teacher might not be an area or strength for a colleague. We all bring our strengths and have things we need to work on. What should each person focus on?	Admin	select	Not started
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Leadership for Continuous Improvement, Curriculum, Instruction, Relational Trust

Engaging in professional text PLCs around specific areas of learning, related to relational trust in school: Staff could select into a book study of their choice, share out learning and implementation	(Blank)	select	Not started
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Leadership for Continuous Improvement, Curriculum, Instruction, ODLSS: Related Service Providers

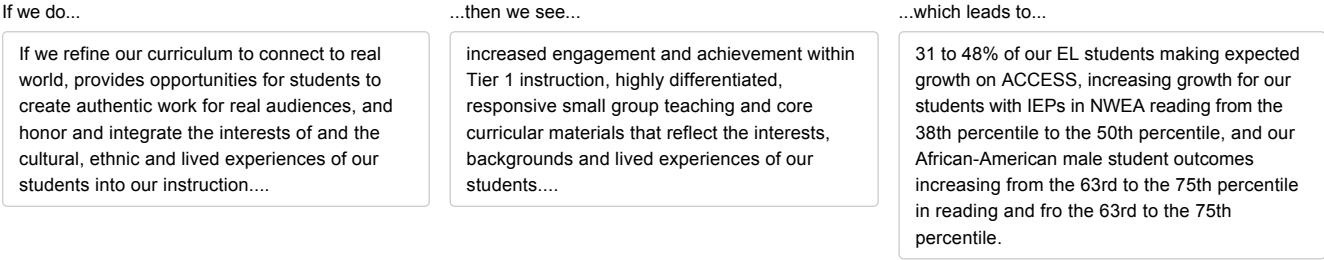
Defining cultural responsive practices and developing classroom and instructional indicators	admin, ILT	select	Not started
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Curriculum, Instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE

PDs dedicated to educate staff on what effective culturally responsive teaching, classroom management, etc. looks like.	Admin, PPLC, ILT	select	Not started
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Curriculum

Strategy 2



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.

- * Focused professional development on building relationships and responsive classroom management plans (understanding children's interests, experiences)
- * Time to plan for individual student needs
- * Time to meet and discuss quality, research based strategies for engaging students
- *

Tags: Curriculum Area(s) of focus: 2

Action step	Responsible	Timeframe	Status
Partner with community organizations within RP for service-learning/ real world application. Example: could science work with RP Birders society as part of science project?	VISTA coordinator, counselor, admin	Aug 1, 2020 to Jun 30, 2022	Not started

FACE2: Community Partnerships

Inviting guest speakers/readers from the neighborhood to engage in curriculum exploration and connections to real world application	VISTA coordinator, admin, counselor	select	Not started
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FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Volunteer, Personalized Learning: Authentic Learning

Work with content-area and/or grade-level teams to create more authentic performance tasks for mid- and end-of units in ELA that would be IN ADDITION to the Lucy assessments or in replacement of them	literacy committee,	select	Not started
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Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Teacher Leader Development & Innovation: Teacher Teams

Going on a field trips within our community and doing some research about businesses around school.	teacher teams	Oct 1, 2021 to Jun 30, 2022	Not started
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Instruction, FACE2: Community Partnerships, Personalized Learning: Authentic Learning

Create a block of time (perhaps intervention or one day of month, etc.) where students work on student lead learning. There are some interesting examples from other schools around the country.	admin, MTSS, CCC committee	Jan 1, 2021 to Jun 1, 2022	Not started
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MTSS, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency

Try to adapt a way of using all the data based on each student assessment such as NWEA, BAS, ACCESS, etc by creating a page of Spreadsheet for differentiation. Some kind of beginning year of PD might be needed.	ILT, PPLC	select	Not started
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Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning, Teacher Leader Development & Innovation: Teacher Teams

A gallery walk for students at end of a unit, walk through other classrooms	teachers, students, parents	Jan 1, 2021 to Jun 30, 2022	Not started
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Relational Trust, Student Voice, Engagement, and Civic Life, Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused

Focus more on current events by looking up the internet or discussing about world issues.	CCC, Literacy, students	Sep 1, 2021 to Jun 30, 2022	Not started
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Curriculum, Personalized Learning: Authentic Learning

Engage students in goal-setting and reflection across the year. Build in check-ins throughout the year, could bridge SEL/academic learning. Would also be a strong coaching opportunity for staff.	Admin, teacher teams, parents, students	select	Not started
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Student Voice, Engagement, and Civic Life, Personalized Learning: Learner Agency, Personalized Learning: Tailored Learning/Differentiation

Work with content- and grade-level partners during GLM to create choices for students on how they can demonstrate their knowledge that has real-world applications	teachers, committees	Aug 23, 2020 to Jun 30, 2022	Not started
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Curriculum, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Teacher Leader Development & Innovation: Teacher Teams

Time set aside to look at all data points (from observational to NWEA to ACCESS) to plan for our students. Realistically- kids are different, and our teaching has to be adjusted every year to meet the needs of that particular set of students.	admin	Oct 1, 2020 to Jun 30, 2022	Not started
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Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth

Teachers work with students to create rubrics for non-traditional assignments (projects, presentations, plays...)	(Blank)	select	Not started
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Student Voice, Engagement, and Civic Life, Literacy: Key Practice #4-Authentic Learning Experiences, Personalized Learning: Authentic Learning

Allow for student ownership, leadership and choice in their day (fourth grade) - build clubs/ instructional options that are based on student interests and ideas.	admin, auxiliary, counselor, released staff/teachers	Jun 21, 2020 to Aug 1, 2020	Not started
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Student Voice, Engagement, and Civic Life, FACE2: Community Partnerships, MTSS: Family and Community Engagement

Staff PD around cultural & ethnic responsiveness in our teaching. Goal of gaining strategies to become more informed and responsive to our students and their backgrounds.	Admin, PPLC	Aug 1, 2020 to Jun 30, 2021	Not started
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Relational Trust, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, SSCE: Engaging in Difficult or Controversial Discussions

Utilize our work in collaborative teams, to develop common assessments with UDL in mind.	Admin, LBS, gen ed teachers	Sep 1, 2020 to Aug 7, 2021	Not started
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Curriculum, Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, ODLSS: Instructional Quality

Continue to develop common progress monitoring tools that enhance rich discussions around student growth and areas of need.	teaching teams, committees	Jun 21, 2020 to Jun 30, 2021	Not started
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Instruction, Student Voice, Engagement, and Civic Life, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, OLCE, Science: Student Discourse, Math: Student Discourse

Survey students for interests prior to purchasing core content materials (eg books, fidgets, online licenses, etc)	Admin, committee leads	Mar 1, 2021 to Jun 1, 2021	Not started
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Student Voice, Engagement, and Civic Life

Collaboration among grade level teams or vertical teams on WW celebration days....Idea of a true and relatable audience	Literacy team, parents, students	Sep 1, 2020 to Jun 25, 2022	Not started
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Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment

Involve students in choosing texts for classroom based on their specific interests, books they would like to read. Ensure that student topic choice is honored in writing workshop.	Literacy team, teachers	Jul 1, 2020 to Jul 1, 2021	Not started
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Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences

Consider authentic opportunities for students to engage in academic skills. Perhaps there is a monthly blog where a student at each grade level creates a portion to share something from school (authentic opportunity to practice, writing, speaking, and a way to share interests, etc.)	Committees	Aug 1, 2021 to Jun 29, 2022	Not started
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Student Voice, Engagement, and Civic Life, Assessment: Multiple Measures to Provide Evidence of Student Learning, OSEL: Supportive School Environment

Strategy 3

If we do...

Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school by training and coaching all staff on strategies for developing supportive relationships with students, using supportive adult-student relationships to prevent and de-escalate behavior or attendance issues

...then we see...

decreased time out of the classroom, resulting in more instructional time for students, greater accountability between teachers and students, and increased connection and engagement for all stakeholders in our school community

...which leads to...

31 to 48% of our EL students making expected growth on ACCESS, increasing growth for our students with IEPs in NWEA reading from the 38th percentile to the 50th percentile, and our African-American male student outcomes increasing from the 63rd to the 75th percentile in reading and fro the 63rd to the 75th percentile.

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.

Schedule to include student choice (fourth grade), allocate PD & GLM time, potential PD partnerships, books for PLCs

Tags:
Relational Trust

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
BOY informal student surveys to gauge interests, preferred learning style, etc	BHT, LBS leads	Jul 1, 2020 to Sep 30, 2020	Not started

Relational Trust, Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Student Voice

Allow for student ownership, leadership and choice in their day (fourth grade) - build clubs/ instructional options that are based on student interests and ideas.	Admin, support staff, released teachers, VISTA coordinator	Jun 21, 2020 to Jan 9, 2021	Not started
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Relational Trust, Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment, SSCE: Student Voice

Establish student voice committee/ student council to discuss, analyze and address issues from student perspective	Admin, counselor	Jul 1, 2020 to Nov 7, 2020	Not started
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Student Voice, Engagement, and Civic Life, SSCE: Student Leadership, SSCE: Student Voice CIWP

Survey students to determine what interests them and what they would like to learn more about... potential integration of choice learning units, read aloud, etc during intervention time?	teachers	May 23, 2021 to Jan 1, 2022	Not started
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Relational Trust, Student Voice, Engagement, and Civic Life

Creating clear and school wide behavior expectations. Students need to feel safe and need boundaries. They need to know what we expect -that helps them trust us.	BRT, BHT, Admin	select	Not started
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OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

A "see me strong" showcase across the school or classrooms? Engage students in teaching others about something they are expert in... could tie into Writing Workshop, S/L standards	Admin, CCC, Parents, Community partners	Jan 1, 2021 to Jun 30, 2021	Not started
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OSEL: Supportive School Environment, SSCE: Student Leadership

Mapping students to see who has a strong relationship with a student (using specific indicators) and determining which students we need to invest more resource/time with. Begin by prioritizing our areas of critical need.

All staff

Aug 1, 2020 to
Sep 30, 2020

Not started

Relational Trust, OSEL: Supportive School Environment

Dedicated time at BOY, before school year, or another time (when doing 1:1 BAS?) to get to talk with students 1:1 or in small groups, learning more about their interests, opinions of school, family, life experiences.

all staff

Aug 1, 2020 to
Aug 31, 2020

Not started

Relational Trust, OSEL: Supportive School Environment

Emphasis on developing appropriate student choice in classroom. Understanding of what that looks like in younger kids. It does not look the same in a high school setting.

Teacher teams

Aug 1, 2020 to
Jan 1, 2021

Not started

Relational Trust, SSCE: Student Voice

Action Plan

Strategy 1

✚ Engage in professional development that teaches teachers how to combine SEL and academics. Too often it seems like they are seen as separate-when really, we should be embedding this in our teaching/practices.

Feb 07, 2021 to Sep 07, 2021 - ILT, BHT

Status history

✚ Dedicate PD and grade level time dedicated to collaborative planning to meet needs of all students (EL, DL, based on different SEL and academic levels.)

Aug 30, 2020 to Jun 30, 2022 - administration, grade level leads

Status history

✚ Develop vertical teacher-partners (eg instead of "mentor meetings" maybe a collaborative partnership), with an area of inquiry

Jul 01, 2021 to Jun 01, 2022 - Teachers, admin

Status history

✚ Post school-wide positive sentence starters/phrases/academic vocabulary to give each other compliments in the building to help all of us stay positive.

Oct 01, 2020 to Jun 30, 2021 - Admin, BHT

Status history

✦ During collaborative planning time, create a structure/protocol so that relationships with students becomes the justification for some of our academic decisions. The goal is that we are focusing on getting to know our students on a deeper level and discuss with our colleagues how we are using that knowledge in our instructional planning.

Nov 01, 2020 to Jun 30, 2021 - grade level teams, ILT

Status history

✦ Possibly focus summer PD on more teambuilders, getting to know you activities we can do with students the first few weeks of school

Aug 01, 2020 to Sep 30, 2020 - Committee leads, admin

Status history

✦ Possibly find a way for teachers to visit other grade level classrooms at BOY, potentially during Morning Meeting, to introduce themselves, get to know students & build relationships with students outside of their homeroom.

Sep 20, 2020 to Dec 31, 2020 - ILT, CCC team

Status history

✦ Vertical planning (ie. setting up reading buddies to strengthen relationships between students and teachers) Form consistent weekly reading buddies with other classrooms. Same grade level or one grade level above or below.

Jan 01, 2021 to Jan 01, 2022 - grade level teams, admin

Status history

✦ Collaboration between grade levels to better understand students. (Example- 2nd grade shares with 3rd grade important information they know about child. What works, not focused on "negative.")

Jun 14, 2020 to Sep 05, 2020 - Admin, teachers

Status history

✦ Development of culturally responsive and differentiated curriculum. One way we build relationships is by giving our students what they need academically- by challenging them, believing in them, and supporting them through the learning process.

Aug 01, 2020 to Jun 30, 2022 - committees

Status history

✦ Differentiated PDs for staff. For us to be effective, we need to be reflective. An area of strength for a teacher might not be an area or strength for a colleague. We all bring our strengths and have things we need to work on. What should each person focus on?

- Admin

Status history

+ Engaging in professional text PLCs around specific areas of learning, related to relational trust in school: Staff could select into a book study of their choice, share out learning and implementation

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Status history

+ Defining cultural responsive practices and developing classroom and instructional indicators

- admin, ILT

Status history

+ PDs dedicated to educate staff on what effective culturally responsive teaching, classroom management, etc. looks like.

- Admin, PPLC, ILT

Status history

Strategy 2

+ Partner with community organizations within RP for service-learning/ real world application. Example: could science work with RP Birders society as part of science project?

Aug 01, 2020 to Jun 30, 2022 - VISTA coordinator, counselor, admin

Status history

+ Inviting guest speakers/readers from the neighborhood to engage in curriculum exploration and connections to real world application

- VISTA coordinator, admin, counselor

Status history

+ Work with content-area and/or grade-level teams to create more authentic performance tasks for mid- and end-of units in ELA that would be IN ADDITION to the Lucy assessments or in replacement of them

- literacy committee,

Status history

+ Going on a field trips within our community and doing some research about businesses around school.

Oct 01, 2021 to Jun 30, 2022 - teacher teams

Status history

✚ Create a block of time (perhaps intervention or one day of month, etc.) where students work on student lead learning. There are some interesting examples from other schools around the country.

Jan 01, 2021 to Jun 01, 2022 - admin, MTSS, CCC committee

Status history

✚ Try to adapt a way of using all the data based on each student assessment such as NWEA, BAS, ACCESS, etc by creating a page of Spreadsheet for differentiation. Some kind of beginning year of PD might be needed.

- ILT, PPLC

Status history

✚ A gallery walk for students at end of a unit, walk through other classrooms

Jan 01, 2021 to Jun 30, 2022 - teachers, students, parents

Status history

✚ Focus more on current events by looking up the internet or discussing about world issues.

Sep 01, 2021 to Jun 30, 2022 - CCC, Literacy, students

Status history

✚ Engage students in goal-setting and reflection across the year. Build in check-ins throughout the year, could bridge SEL/academic learning. Would also be a strong coaching opportunity for staff.

- Admin, teacher teams, parents, students

Status history

✚ Work with content- and grade-level partners during GLM to create choices for students on how they can demonstrate their knowledge that has real-world applications

Aug 23, 2020 to Jun 30, 2022 - teachers, committees

Status history

✚ Time set aside to look at all data points (from observational to NWEA to ACCESS) to plan for our students. Realistically- kids are different, and our teaching has to be adjusted every year to meet the needs of that particular set of students.

Oct 01, 2020 to Jun 30, 2022 - admin

Status history

+ Teachers work with students to create rubrics for non-traditional assignments (projects, presentations, plays...)

-

Status history

+ Allow for student ownership, leadership and choice in their day (fourth grade) - build clubs/ instructional options that are based on student interests and ideas.

Jun 21, 2020 to Aug 01, 2020 - admin, auxiliary, counselor, released staff/teachers

Status history

+ Staff PD around cultural & ethnic responsiveness in our teaching. Goal of gaining strategies to become more informed and responsive to our students and their backgrounds.

Aug 01, 2020 to Jun 30, 2021 - Admin, PPLC

Status history

+ Utilize our work in collaborative teams, to develop common assessments with UDL in mind.

Sep 01, 2020 to Aug 07, 2021 - Admin, LBS, gen ed teachers

Status history

+ Continue to develop common progress monitoring tools that enhance rich discussions around student growth and areas of need.

Jun 21, 2020 to Jun 30, 2021 - teaching teams, committees

Status history

+ Survey students for interests prior to purchasing core content materials (eg books, fidgets, online licenses, etc)

Mar 01, 2021 to Jun 01, 2021 - Admin, committee leads

Status history

+ Collaboration among grade level teams or vertical teams on WW celebration days....idea of a true and relatable audience

Sep 01, 2020 to Jun 25, 2022 - Literacy team, parents, students

Status history

✦ Involve students in choosing texts for classroom based on their specific interests, books they would like to read. Ensure that student topic choice is honored in writing workshop.

Jul 01, 2020 to Jul 01, 2021 - Literacy team, teachers

Status history

✦ Consider authentic opportunities for students to engage in academic skills. Perhaps there is a monthly blog where a student at each grade level creates a portion to share something from school (authentic opportunity to practice, writing, speaking, and a way to share interests, etc.)

Aug 01, 2021 to Jun 29, 2022 - Committees

Status history

Strategy 3

✦ BOY informal student surveys to gauge interests, preferred learning style, etc

Jul 01, 2020 to Sep 30, 2020 - BHT, LBS leads

Status history

✦ Allow for student ownership, leadership and choice in their day (fourth grade) - build clubs/ instructional options that are based on student interests and ideas.

Jun 21, 2020 to Jan 09, 2021 - Admin, support staff, released teachers, VISTA coordinator

Status history

✦ Establish student voice committee/ student council to discuss, analyze and address issues from student perspective

Jul 01, 2020 to Nov 07, 2020 - Admin, counselor

Status history

✦ Survey students to determine what interests them and what they would like to learn more about... potential integration of choice learning units, read aloud, etc during intervention time?

May 23, 2021 to Jan 01, 2022 - teachers

Status history

✦ Creating clear and school wide behavior expectations. Students need to feel safe and need boundaries. They need to know what we expect -that helps them trust us.

- BRT, BHT, Admin

Status history

✦ A "see me strong" showcase across the school or classrooms? Engage students in teaching others about something they are expert in... could tie into Writing Workshop, S/L standards

Jan 01, 2021 to Jun 30, 2021 - Admin, CCC, Parents, Community partners

Status history

✦ Mapping students to see who has a strong relationship with a student (using specific indicators) and determining which students we need to invest more resource/time with. Begin by prioritizing our areas of critical need.

Aug 01, 2020 to Sep 30, 2020 - All staff

Status history

✦ Dedicated time at BOY, before school year, or another time (when doing 1:1 BAS?) to get to talk with students 1:1 or in small groups, learning more about their interests, opinions of school, family, life experiences.

Aug 01, 2020 to Aug 31, 2020 - all staff

Status history

✦ Emphasis on developing appropriate student choice in classroom. Understanding of what that looks like in younger kids. It does not look the same in a high school setting.

Aug 01, 2020 to Jan 01, 2021 - Teacher teams

Status history

Fund Compliance

ESSA Program

☑ ESSA Schoolwide Program

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

☑ Non-title I school that does not receive any Title I 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 parent and family engagement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental engagement 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 Compact and policy reviewed, adjusted and finalized in PAC, BAC and LSC meetings
Final compact and policy posted on school website
Parent compact and policy reviewed annually at each PAC, LSC and organizational meetings
Parent compact and policy will be revised, if necessary, following annual organizational meetings
Adjustments are made based on parent feedback

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 hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly 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 PAC Annual Title I meeting was held Thursday, September 19, 2019 at 9:00 AM in the New Field cafeteria. Our next Annual Title I meeting is scheduled for Thursday, September 10, 2020 at 9:00 AM.
The PAC Annual Organizational meeting was held Wednesday, October 9, 2019 at 9:00 AM in the New Field cafeteria. Our next PAC Organizational Meeting is scheduled for Thursday, September 17, 2020 at 9:00 AM
The Annual Meeting will focus on necessary Title I documents and explanation of key policies. The Organizational Meeting will focus on explanation of Title I parent funds, PAC elections, explanation of Title I program/curriculum/school data
Survey parents to identify alternative meeting times and dates that accommodate a variety of parents.

At the request of parents, 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.

This will be accomplished during our yearly Title I PAC Organizational and feedback session in the first quarter of the school year. Included in this meeting will be grade level expectations and standardized assessment expectations.
At the request of parents, the PAC will form a communications subcommittee charged with creating an inventory of structural, cultural and attitudinal barriers to full parent participation; and developing a comprehensive plan to improve family engagement and build parent capacity.
Employ low-cost, high-impact offline and online digital and social media tools, including Facebook, school website and instant messaging platforms to create robust, culturally-responsive and accessible two-way channels of communications for parents and school community.

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.

Parents will receive their child's results on the following exams:
- NWEA Reading and Math (beginning of year, middle of year, end of year)
- BAS (beginning of year, middle of year, end of year) reading assessment data
- ACCESS for English Learners, results from previous school year in fall of current school year
- PARCC for third and fourth grade students (whenever possible)
Parents will also receive school-wide results through the annual State of the School presentation and via the CPS School Report Card. School will provide information to parents that explains each assessment.
One PAC and BAC meeting each year is dedicated to explaining the assessment policies, methodologies, test structure and methods to prepare for testing success and how it works within the inclusive model at New Field.

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 are highly qualified at New Field. Letters are sent home to parents if, for whatever reason, a teacher is not highly qualified.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

During Open House in September, parent-teacher conferences, and specific needs based conferences, teachers will explain both the expectations and assessment results to parents. This will include how parents can support their child at home. PAC and/or BAC meetings focus on building parent understanding of grade level expectations, assessments, and inclusive practices. PAC and BAC meetings regularly enlist parents in developing and implementing strategies for meeting grade level expectations at home.

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

Parents will be able to participate in ESL and computer classes (at Sullivan High School Chicago Public Library, Howard Area Community Center, Centro Romero).

Parents will have access to onsite courses such as free GED or ESL programming

Parents have access to literacy, skills-based, occupational and academic programming offered through Parent University at Sullivan High School

Parents will also have access to computers and printer in the Parent Room. Take steps to increase parental awareness and use of this resource.

There will be a minimum of one PAC and BAC teacher-led, workshop-based meeting that focuses on strategies for supporting student growth in literacy and math at home.

A minimum of one PAC and/or BAC meeting will focus on opportunities after 4th grade at Eugene Field as well as other options within the district.

A minimum of one PAC and/or BAC meeting will focus on supporting New Field's Social Emotional Learning, Cultural Competence and Restorative Justice standards and expectations.

Parents will have access to a parent-run lending library to check out resources for supporting academic achievement and increased parent involvement .

Parents will have access to bilingual grade-level Eureka Math homework helpers through the parent-run lending library.

Parents will have access to online supports and will have opportunities to receive training for programs such as Compass Learning, Parent Portal, Class Dojo, Raz Kids, Brain Pop Jr and more. PAC will explore strategies to ensure all parents have full access and understanding of online supports.

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.

Monthly and special PAC and BAC meetings are promoted by staff and announced to the community through handouts and across digital channels.

New Field staff will create a list of volunteer opportunities throughout the building. List will be sent out to parents and promoted by staff. Parents will be able to sign up for a variety of volunteer opportunities.

Create an ongoing dialogue between parents and staff in order to better understand what parent engagement means. Identify specific parent volunteer opportunities.

Training and Professional Development time to build school-wide teacher-staff investment in supporting meaningful and robust parent engagement.

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.

Pre K parent meetings and Pre K parent workshops will encourage parent participation and increase parent capacity.

The PAC together with the BAC will schedule a minimum of one meeting focused on programs and activities relevant to early education parents.

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

All communication to parents is sent in English, Spanish including a reminder that the school will endeavor to provide translation of all communication to parents into other high incidence languages.

All communication to parents is sent with as much notice as possible in multiple channels both online and offline.

All meetings will be conducted in English and Spanish. We will work to add support for all high incidence languages.

Newcomer parents will have access to translators or telephonic translation during report card pick up.

Important school documents such as the parent handbook, promotion policies, Healthy Student Market notices, parent/teacher conference notifications and more will be translated into high incidence languages

Parents are encouraged to request assistance with language needs.

Publicize the availability of translation services and explore other avenues for meaningful, two-way communication for all parents.

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.)

We challenge our students to achieve their highest potential
 We teach our students to communicate their learning in a variety of ways. We commit to being respectful, responsible, and collaborative.
 We develop independent, lifelong learners and socially responsible citizens

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.

We will hold our Parent-Teacher Conferences in November and April.
 Parents will be informed of the event through our monthly calendar, website, facebook and robocalls
 Teachers will discuss grade level expectations, assessments, and students' social/emotional well-being.

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

Pre Kindergarten students will receive reports of how their child is doing with Teaching Strategies Gold report.
 Kindergarten parents will receive math and literacy snapshot.
 1st-4th grade parents will receive mid-quarter progress reports at 5 week march of each grading period.
 Students not making adequate progress will receive notification of MTSS (multi-tiered systems of support) Tier 2 or 3 interventions
 The school will also send out NWEA (beginning of year, middle of year, end of year) reports, BAS (beginning of year, middle of year, end of year) reports, ACCESS reports (when possible), PARCC (when possible). Parents will also be instructed how to access the Parent Portal.

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

Staff are usually available between 8:15AM-8:45AM and 3:45-4:00 PM Monday through Friday to meet with parents. Other times may be during teacher preparation periods.

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 will be provided opportunities to volunteer within the classroom and outside the classroom.
 Schedule a minimum of one PAC and/or BAC meeting to explore parent volunteer opportunities and strategies.
 All parents are invited to volunteer during the school day.
 Staff will create a list of volunteer opportunities and send out to parents to sign up.
 The school will attempt to bring an agency to the school that can provide fingerprint test.

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

Parents will assist in learning in the following ways:
 - Supporting homework and projects (utilize supports such as Eureka Math Homework Helpers, check out Chromebooks)
 - Monitor student attendance, complete absence notes
 - Participate in writing workshop celebrations and cultural celebrations
 - Participate in various committees and volunteer opportunities
 - Utilize Parent Resource library
 - Engage in family ESL classes

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

The principal and assistant principal are available daily with parents.
 Parents are invited to the LSC, PAC, BAC, and Coffee with Principal meetings to participate in decision-making regarding the education of their children.
 Communication subcommittee will explore ways to increase parent participation.
 All parents will have the opportunity to run for LSC, PAC, and BAC.
 Parents will serve on CIWP committee and explore a longer time frame for the development of the next CIWP.

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 set goals for grades, homework, BAS reading assessment and NWEA assessment and track progress towards such goals
 Students are expected to commit to being respectful, responsible, and collaborative in the classroom, in the hallways, in restrooms, and on the playground.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities, resource material distribution and/or 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.

PAC and/or BAC meetings focus on building parent understanding of grade level expectations, assessments, and inclusive practices. PAC and BAC meetings regularly enlist parents in developing and implementing strategies for meeting grade level expectations at home.
 Parents will be able to participate in ESL and computer classes (at Sullivan High School Chicago Public Library, Howard Area Community Center, Centro Romero).
 Parents will have access to onsite courses such as free GED or ESL programming
 Parents will also have access to computers and printer in the Parent Room. Take steps to increase parental awareness and use of this resource.
 There will be a minimum of one PAC and BAC teacher-led, workshop-based meeting that focuses on strategies for supporting student growth in literacy and math at home.
 A minimum of one PAC and/or BAC meeting will focus on supporting New Field's Social Emotional Learning, Cultural Competence and Restorative Justice standards and expectations.
 Parents will have access to a parent-run lending library to check out resources for supporting academic achievement and increased parent involvement .
 Parents will have access to bilingual grade-level Eureka Math homework helpers through the parent-run lending library.
 Parents will have access to online supports and will have opportunities to receive training for programs such as Compass Learning, Parent Portal, Class Dojo, Raz Kids, Brain Pop Jr and more. PAC will explore strategies to ensure all parents have full access and understanding of online supports.
 Training and Professional Development time to build school-wide teacher-staff investment in supporting meaningful and robust parent engagement.
 All communication to parents is sent in English, Spanish including a reminder that the school will endeavor to provide translation of all communication to parents into other high incidence languages.
 All meetings will be conducted in English and Spanish. We will work to add support for all high incidence languages.
 Newcomer parents will have access to translators or telephonic translation during report card pick up.
 Important school documents such as the parent handbook, promotion policies, Healthy Student Market notices, parent/teacher conference notifications and more will be translated into high incidence languages
 Parents are encouraged to request assistance with language needs.
 Publicize the availability of translation services and explore other avenues for meaningful, two-way communication for all parents.

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.	\$ 1031	.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.	\$ 732	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 299	.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). Services may not be rendered until a PO has been generated.	\$ 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, original, 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.	\$	652	.00

CIWP/Budget Approval

Budget crosswalk

Strategy 1

Theory of action

If we do...If we inspire a culture of collective responsibility for ALL students, and adapt our instruction to meet the individual interests of and lived experiences, cultural, ethnic and linguistic backgrounds of all our students

then we see...Students supported socially and academically, (both during remote learning and in school), with positive, responsive relationships with at least one adult in the building.

which leads to...31 to 48% of our EL students making expected growth on ACCESS, increasing growth for our students with IEPs in NWEA reading from the 38th percentile to the 50th percentile, and our African-American male student outcomes increasing from the 63rd to the 75th percentile in reading and from the 63rd to the 75th percentile.

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

* Focused PD plan * Continued investment in ancillary workers * Community resources: Loyola Americorps VISTA coordinator * PD time focused on relationship building, trauma informed practices, cultural competency, classroom management, disciplinary responses * Consistent philosophy of classroom management and discipline

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)

- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: The purpose of an additional Math teacher will support the implementation of smaller classes in 3rd-5th grades.

Reduce Class size in Grade 1:

\$84,000 reduce first grade class size, hire additional teacher

- Move class size from 29/30 to 22/23. Critical grade for foundational literacy skills, particularly based on SY21 remote experience

- Greatest issues with attendance/engagement in Kindergarten & First Grades, SY21 (Kinder avg daily attendance = 91.5 & first avg daily attendance = 91%)

- Reduced class size allows for greater level of differentiation and targeted, responsive instruction for students. It also allows for deeper personalization and connection for students

Professional Development

\$15,097 for Professional Development Contract costs, total across SBB (\$15,000) & Title I (\$97):

- Responsive Classroom Elementary Core Course ON SITE contract (30 teachers @\$11,000 total)

- Wilson Reading PD ? 7 LBS teachers @\$700 per teacher (\$4,900)

- Heinemann speaker series: Kass Minor Never Too Young to Think: Creating Authentic Critical Literacy Experiences for Young Learners / A Virtual Mini-Workshop (utilize PK Stipend: anticipated \$3,000)

Free/No Cost Professional Development:

- Free partnership for PD with CUE or FREE application submitted with CPS

- No Cost: school wide PLC on Culturally Responsive Teaching & The Brain (books already purchased, will occur in GLM)

Extended Planning time for teachers (\$9,569 PD Sub bucket, 115)

330 hours at \$ 44.69 flat rate (8 hours per teacher)

• Fund teacher committee meetings to work on CIWP action items

• Fund LBS planning time (differentiated, specialized instruction that meets DL students needs)

• Fund teacher planning for unit development (backwards design focused on CIWP areas of critical priority: DL, EL & Black males)

Ancillary positions, \$32,000: utilize additional supervision opportunities to allow teachers to work most intensely with students needing additional support

- Target second grade (average daily attendance for Gr 1 SY21 was 90.97%), saw vast disparities in student engagement, including high preponderance of failing grades for our areas of critical priority (black males & EL learners)

Strategy 2

Theory of action

If we do...If we refine our curriculum to connect to real world, provides opportunities for students to create authentic work for real audiences, and honor and integrate the interests of and the cultural, ethnic and lived experiences of our students into our instruction....

then we see...increased engagement and achievement within Tier 1 instruction, highly differentiated, responsive small group teaching and core curricular materials that reflect the interests, backgrounds and lived experiences of our students....

which leads to...31 to 48% of our EL students making expected growth on ACCESS, increasing growth for our students with IEPs in NWEA reading from the 38th percentile to the 50th percentile, and our African-American male student outcomes increasing from the 63rd to the 75th percentile in reading and from the 63rd to the 75th percentile.

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

* Focused professional development on building relationships and responsive classroom management plans (understanding children's interests, experiences) * Time to plan for individual student needs * Time to meet and discuss quality, research based strategies for engaging students *

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

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Example: The purpose of an additional Math teacher will support the implementation of smaller classes in 3rd-5th grades.

In addition to priorities outlined in Strategy 1...

\$8,815 in supplies/materials to support differentiated instruction for students.

- \$5,000 in PPLC-directed funds. Each grade level selects varied materials for differentiated instruction, aligned with CIWP. PPLC reviews purchases, provides feedback and ensures alignment to CIWP priorities areas

\$3,800 in replenishment of core curricular materials, as needed (Eureka Math, WTW consumables)

Strategy 3

Theory of action

If we do...Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school by training and coaching all staff on strategies for developing supportive relationships with students, using supportive adult-student relationships to prevent and de-escalate behavior or attendance issues

then we see...decreased time out of the classroom, resulting in more instructional time for students, greater accountability between teachers and students, and increased connection and engagement for all stakeholders in our school community

which leads to...31 to 48% of our EL students making expected growth on ACCESS, increasing growth for our students with IEPs in NWEA reading from the 38th percentile to the 50th percentile, and our African-American male student outcomes increasing from the 63rd to the 75th percentile in reading and from the 63rd to the 75th percentile.

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and

Schedule to include student choice (fourth grade), allocate PD & GLM time, potential PD partnerships, books for PLCs

schedules)

Funding source

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Free/No Cost Professional Development:

- Free partnership for PD with CUE or FREE application submitted with CPS

- No Cost: school wide PLC on Culturally Responsive Teaching & The Brain (books already purchased, will occur in GLM)


No cost:

- Continue with elective courses in Grade 3&4 (utilize Loyola funding, support staff and Essentials team) to offer interest-based classes for students. This will allow for personalized learning, interest-based enrichment activities. Smaller class sizes will allow for greater connections among teachers/staff

Approvals

FY21 Approval Form: Signed 2020-2022 CIWP/Budget Approval Forms FY21 should be uploaded by the budget approval deadline.

File: New Field.pdf

Uploaded on: Mar 19, 2021 

FY22 Approval Form: Signed 2021-2023 CIWP/Budget Approval Forms FY22 should be uploaded by the budget approval deadline.

File: CIWP NF_202105200936.pdf

Uploaded on: May 20, 2021 