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Chicago Public Schools

Chicago's Comprehensive Framework to Help School Communities Address Social and Emotional Needs and Accelerate Student Learning in the Wake of COVID-19

Agenda:

- **Stakeholder Engagement**
- **Overview ESSER III Funding**
- **Moving Forward Together**
- **Next Steps**

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Stakeholder Engagement

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Stakeholder Engagement to inform the plan

Moving Forward Together is responsive to critical community feedback received as part of the February 2021 Budget Equity Forums, Local School Council meetings, family surveys, principal feedback, students, city council feedback, and advocacy group proposals.

Key feedback included:

1) **Prioritizing resources** for communities most negatively impacted and harmed by the COVID-19 pandemic

2) Providing additional funding and support for robust **Social and Emotional Learning (SEL) and mental health** supports

3) Empowering **decision-making at the school level** to meet the unique needs of school communities

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Stakeholder Engagement to inform the plan

- Over 300 Principals
- Network Chiefs
- School Leader Reopening Taskforce
- Teacher Advisory Council
- Parent and Family Surveys
- Student Survey
- Focus Group Sessions

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An Iterative Framework

- While Moving Forward Together incorporated extensive feedback from school leaders, teachers, students, parents, and community partners regarding the supports needed to help students, staff and families during this unique and challenging time, **we recognize changes may be required to address evolving needs**

- **In January 2022, CPS will conduct additional community engagement** to help assess the impact of these resources. While the district has outlined a framework for a two-year plan, leadership, community, student and staff feedback will be used to determine if adjustments are needed for the second year of implementation, and an updated plan will be outlined next year.

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Overview of Holistic ESSER III Funding

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ESSER III is One Part of Larger ARP

$1.9 Trillion — American Rescue Plan (ARP)

$122 Billion — ARP - Elementary and Secondary School Emergency Relief (ESSER III) allocation to U.S. Department of Education
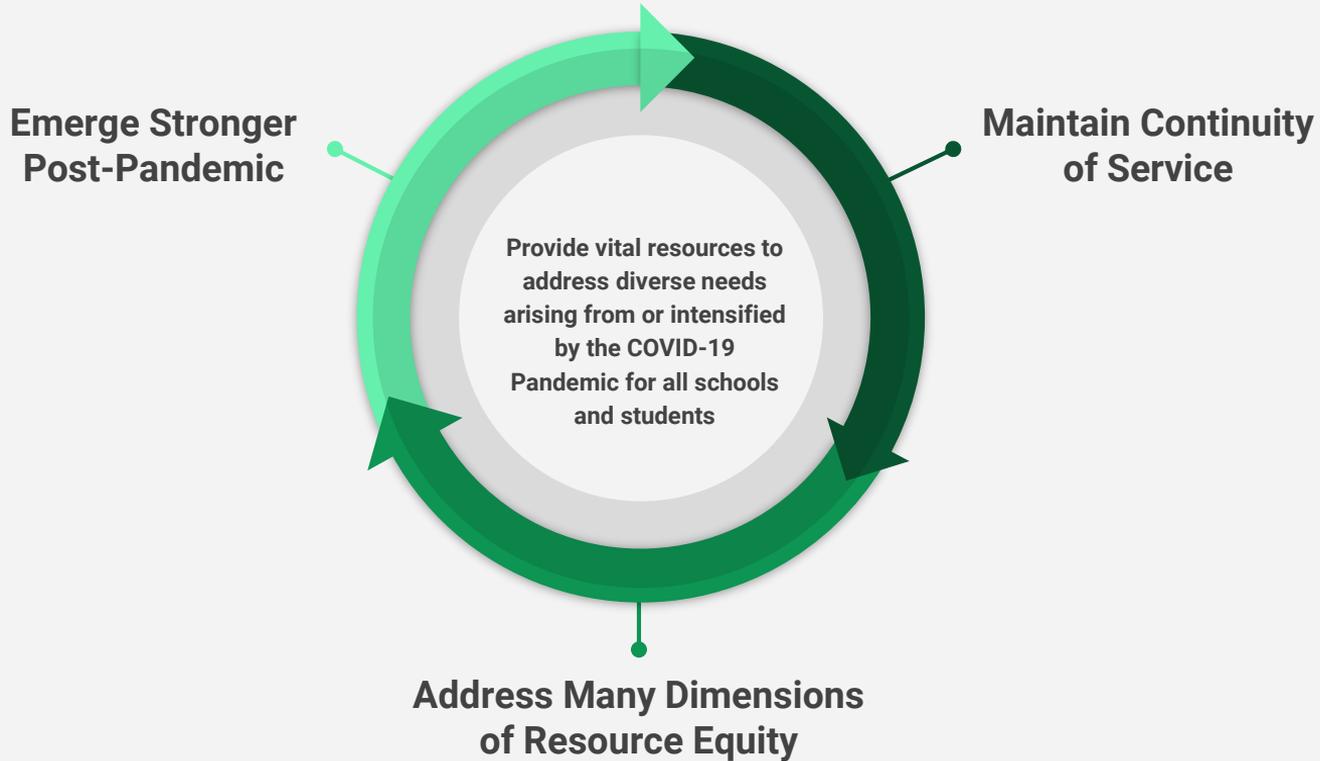
$5,054,988,054 — U.S. Department of Education ESSER III allocation to Illinois State Board of Education (ISBE)

$1,788,541,247 — ISBE ESSER III allocation to Chicago Public Schools

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ESSER III Provides Essential Supports for Schools

**Emerge Stronger
Post-Pandemic**

**Maintain Continuity
of Service**

Provide vital resources to address diverse needs arising from or intensified by the COVID-19 Pandemic for all schools and students

**Address Many Dimensions
of Resource Equity**

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ESSER III Priority Areas

Emerging Stronger Post-Pandemic	Maintaining Continuity of Service	Resource Equity
- Requirement to reserve at least 20% of funds to address learning loss - Capital improvements to create safer and healthier schools **Safe Return to School**	- Addressing social, emotional, mental health and academic needs of all students - Maintain staffing and adding additional resources as needed in all schools	- Addressing the disproportionate impact of COVID-19 on communities of color & communities experiencing poverty - Equitable and adequate school funding

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Moving Forward Together

- **Moving Forward Together** is a framework that provides over **$525 Million** in FY2022 and FY2023 as well as a framework for a multi-year iterative investment that allows for changes based on the needs of students and families
- **Moving Forward Together** follows research-based practices and stakeholder priorities, to increase investment in the initiatives, programs and CPS priorities that can effectively address unfinished learning.
- While the district has outlined a framework for a two-year plan, leadership, community and staff feedback will be used to determine if adjustments are needed for the second year of implementation, and an updated plan will be outlined next year.

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Moving Forward Together | Context

CPS 5-year Vision

Academic Progress	Integrity	Financial Stability

Research and Community Feedback

Moving Forward Together
(How we execute the vision in a COVID World)

Academic Excellence

Equity

Whole Child

Local School Community

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Whole Child

Use a **whole child** focus to address the social-emotional and academic impacts of COVID disruptions on all students.

Academic Excellence

Advance instructional experiences in all schools based on emerging research and lessons learned during this time:

- Grade-level instruction
- Formative assessment practices
- Acceleration over remediation
- Digital readiness
- Culturally responsive practices

Equity

Use **targeted universalism** to mitigate the disproportionate impact of COVID disruptions on our most impacted communities and students, with a focus on

- Re-engaging students and families
- Closing academic gaps through expanded learning time and high impact tutoring
- Addressing trauma
- Supporting critical transition periods

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Moving Forward Together is a combination of ***flexible funding*** that schools can allocate to the programs and initiatives that meet the needs of their own school communities, as well as ***research-based supports provided by the district***.

- Flexible funding will allow schools to engage their communities and identify supports to best meet their needs, which could include support positions, supplemental programs, or tech resources.
- The district will be supporting school leaders to ensure they have what they need to effectively facilitate these discussions and identify the resources they need to lift up their school communities.

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Chicago Public Schools surveyed over 30,000 high school students—68 percent of whom were Black or Latinx—to hear their thoughts about returning to school before the end of this school year.

51% are uncomfortable engaging with others virtually
Approximately 4,000 students completed this question

Emotions students reported feeling during remote learning
Approximately 4,000 students completed this question

79% TIRED

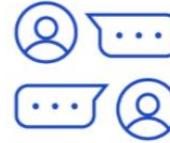**69%** OVERWHELMED

63% BORED

38% are very or somewhat concerned about their academic progress
Approximately 30,000 students completed this question

73% are not interested or motivated to complete their assignments
Approximately 4,000 students completed this question

79% feel their education has been disrupted in at least one class because of remote learning
Approximately 4,000 students completed this question

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Resources build on previous staffing commitments, including the district's commitment to provide a nurse and social worker in every school by the 2023-24 school year. ***Moving Forward Together*** is broken into three distinct areas of support:

- **$160 Million in flexible school funds:** Flexible resources for all school communities — above and beyond the funding provided through school budgets — with a focus on communities hardest-hit by the pandemic. These resources will be deployed using a targeted universalist approach to ensure that historically marginalized communities and communities most impacted by COVID will be prioritized for additional resource allocation.
- **$165 Million in priority resources for all**: Evidence-based academic & social-emotional resources administered by the district will be made available to all school communities. This includes resources such as curriculum, interventions, technology, educational technology, and professional learning.
- **$201 Million in targeted student supports**: Resources focused toward priority student groups. Schools will be matched with programs based on program availability, student needs, and school needs.

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Why: The pandemic has had an uneven impact on students, in various ways, exacerbating racial disparities that already existed in our communities. In order to ensure that we prioritize students most impacted, we need a shared, data informed approach to identifying students for supports.

What: The Student Prioritization Index (SPI) uses multiple data points to provide a holistic, data based, summary to facilitate schools' identification of supports that could benefit the most impacted students in their school. The prioritization index looks at data primarily from SY21 as well as SY20 in the areas of student engagement, academic performance, and social emotional need. Additional community factors are available to schools in the roster, but are optional for including in prioritizing students

Equity: Our CPS Equity Framework describes the practice of providing the supports specific student groups need as Targeted Universalism.

Purpose:
- The SPI provides a universal tool for prioritizing students for supports
- The SPI will allow us to have shared understanding of students who should be supported between central office and schools
- The SPI will allow us to show how ESSER III Funds were targeted towards students most impacted by the pandemic.

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Roster Indicators

Engagement (Total Points: 7)	Academics (Total Points: 7)	SEL (Total Points: 7)
- Inactive Status - History of enrollment gaps or dropout leave codes - STLS Status - Previous Enrollment in NB Jefferson or York - Attendance Rate - Chronic Truancy	- Core Course Failures - Core Course Incompletes - GPA - Age Cycle 15 Status	- Serious Misconducts (Group 4 or higher) - In School Suspensions - Out of School Suspensions - OSEL Endorsed SEL Intervention

Community (Total Points: 8)

- Community Based Trauma Exposure
- Community COVID Positivity Rate
- Community Hardship Index

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- Healing Centered Supports

- Acceleration: Access to High Quality Grade-Level Content

- A Focus on Early Literacy

- Targeted Academic Intervention and Tutoring

- Expanded Learning Time

- Supporting Students During Transition Years

- Re-Engagement

- A Focus on Special Populations (Diverse Learners and English Learners)

- Comprehensive Postsecondary Support

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Spotlight Initiative: Mentorship & Mental Health Support Pool

<u>Purpose:</u> Establish a pool of highly qualified mentorship and mental health providers to pair with schools and individual students.

Universal Supports
1. **SEL Skill Development:** materials, professional learning, and stipends for leads to support implement SEL Curricula.
2. **Measurement:** SEL Skills Inventory (K-12) and Learning Conditions Survey (6-12) through an online platform that will generate reports and provide suggested strategies based on results.
3. **Trauma-engaged Practices**: training on trauma-engaged practices that include comprehensive trauma training sequence for staff, universally available mindfulness activities for students, and suicide prevention education and training.
4. **Interventions:** All schools will have access to training on a variety of SEL interventions that will enhance their current menu of SEL interventions.

Targeted Supports
1. **Expand School-Mental Health CBO Partnerships District-wide:** All schools will have access to regionally assigned community mental health partners through a centrally funded and coordinated pool of OSEL vendors.
2. **Mentoring Programs:** Schools will engage in the MTSS process to identify and refer eligible students to the appropriate services. Each partner would maintain a caseload of students from within the assigned region and collaborate with Office of Social Emotional Learning and school liaisons to ensure coordination of care.

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Spotlight Initiative: Skyline Curriculum Adoption and Utilization

<u>Purpose:</u> Provide essential resources (book sets, math manipulatives, science kits) and professional learning for successful Skyline Curriculum adoption and implementation.

Universal Supports

1. **High Quality Curriculum and Assessment:** All schools will have access to the district's new digital K-12 curriculum, Skyline.
2. **High Quality Ed-Tech Tools:** All schools will have access to high quality, adaptive ed-tech tools aligned to the content areas of reading, math, and the arts.
3. **Teacher Devices:** Based on existing inventory data, teachers will receive upgraded computers.

Targeted Supports:

1. Schools will qualify for three different levels of **curriculum implementation** supports, level of support will be determined based on Unfinished Learning Investment Index priority and alignment with school improvement priorities.
2. Schools will qualify for additional supports in adopting **balanced assessment** practices.
3. **Classroom Technology Refresh:** Aligned with the launch of Skyline, classrooms will be provided updated technology such as cameras, projectors, and interactive displays.

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Spotlight Initiative: Foundational Reading Skills Support

Purpose: Targeted support for implementation of explicit and systematic foundational skills instruction and practices to support language development.

Universal Supports:

1. **High Quality Comprehensive English Language Arts curriculum**: All schools will have access to the district's new digital K-12 curriculum, Skyline, which meets all early literacy best practice guidelines stated above, including a systematic scope and sequence for foundational skills, daily opportunities for reading grade-level and instructional-level text, extensive discussion, process-based writing, and independent reading.

Targeted Supports:

1. **Foundational Skills Support:** Qualifying schools will receive support as detailed in the initiative spotlight.

2. **Abundant Reading Support:** Qualifying schools will receive culturally relevant classroom ext collections and CPS Virtual Library eBook bundles along with professional learning support for implementing abundant reading.t

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**Spotlight Initiative:
CPS Tutor Corps**

Purpose: Provide high dosage tutoring to K-5 students in literacy and 6-12 in math.

Approximately 850 tutors will provide direct direct tutoring to approximately 38,000 students by the end of SY23.

Universal Supports and Resources:

1. **Universal Screener and Progress Monitoring Tools:** All schools will have access to universal screener and progress monitoring tools .

2. **Comprehensive MTSS Platform:** All schools will have access to a comprehensive MTSS platform that will facilitate schools ability to use multiple points of data to identify students for intervention, track intervention delivery, and monitor the efficacy of interventions.

3. **High Quality Interventions:** All schools will have access to high quality, research-based math and literacy interventions.

Targeted Supports:

1. **CPS Tutor Corps:** CPS will hire and train 850 new staff members to serve as literacy tutors in grades K-5 and math tutors in grades 6-12.

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Spotlight Initiative: Universal Out Of School Time

Purpose: Allow schools to offer after school enrichment and academic activities.

Scope: All Schools will receive an OST coordinator and additional OST funds.

School Selection Criteria: Schools receive tiered per-pupil funding taking into account the Equity Index, COVID priority zip codes, and low-attendance schools.

Universal Supports:

1. **Universal Out of School Time**: All schools will receive an Out of School time coordinator, and OST Funds.

Targeted Supports:

1. **Bridge Plus:** Up to 86 schools will be selected to host a summer bridge program for students who failed a core subject. All schools that opt in will be allotted up to 5 teachers, a security guard and a clerk. Program will serve approximately 10,000 students.

2. **Expanded Credit Recovery:** All high schools will be able to offer a credit recovery program. All high schools that opt in to offer a credit recovery program will be allotted up to 5 teachers, 1 mentor, and 1 clerk

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Spotlight Initiative: Structured Literacy Expansion

Purpose: Support for the training of all elementary school teachers of diverse learners in structured literacy instruction. Structured Literacy teaching is the most effective approach for students who experience unusual difficulty learning to read and spell printed words. Students will make substantial progress if basic skills are taught in a multisensory, systematic way

Universal Supports

1. **DL College Transition Support:** Provide new programming focused on supporting students with IEPS in making a successful transition into a college program.
2. **Structured Literacy Expansion:** All teachers of diverse learners will receive training and resources connected to structured literacy instruction.

Targeted Supports

1. **ESL After School Tutoring:** Schools will receive additional funds to offer after school programming specific to English Learners. 150 schools will receive additional funds based on EL enrollment rates.
2. **OLCE Summer Support:** Students with an Access score of 3.4 or below will be eligible to attend a english learner specific summer school program. Program will serve 9,000 students.
3. **Extended School Year:** The diverse learner summer program will serve twice as many diverse learners, and will run for an additional two weeks. Program will serve approximately 10,000 students.

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Spotlight Initiative: Sophomore Connection

Purpose: Offer additional instructional time, and social emotional supports to the rising Sophomore class through additional summer programming.

Universal Supports:

1) **Freshmen Connection:** Expand Freshman Connection program to serve all entering 9th grade students.

2) **Sophomore Connection:** New program modeled after the Freshman Connection program, aimed at supporting the entering 10th grade class.

3) **Expanded Post Secondary Transitions:** Program will support graduating seniors in transitioning to their post-secondary programs.

Targeted Supports:

1) **Preview to Pre-K:** 2 week summer program focused on exposing students to pre-kindergarten.

2) **Kick Off to Kindergarten:** 4 week summer program focused on supporting pre-k students in making the transition to kindergarten. Schools will opt in, with priority seats for students who did not attended PK.

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Spotlight Initiative:
Local Outreach Funding

Purpose: Every school will assigned an outreach budget to pay staff stipends during spring and summer to conduct calls home and home visit. The number of stipends increases based on the enrollment at the school.

Universal Supports:

1) **Back to School Marketing Campaign:** A city-wide marketing campaign based on back to school activities.

2) **Community Based Organization Outreach:** Establish a pool of community based organizations and assign staff members to schools to support family outreach efforts for key activities such as summer program enrollment and back to school events

Targeted Supports:

1) **Targeted Universal Pre-K Outreach:** Fund the costs for targeted universal pre-k enrollment.

2) **Additional School Outreach Funds:** Provide schools with additional funds to support direct to student engagement efforts. Funding will be prioritized for schools with high truancy rates.

3) **Mentorship and Wraparound Services:** Provide intensive mentorship and wrap around services for students exiting the juvenile justice system.

4) **Jobs Programming:** Enriching paid summer experiences for 600 students from high risk situations.

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Best Practice Example | Comprehensive Postsecondary Support

Spotlight Initiative:

Purpose: to help ensure CPS students have the academic, social-emotional and postsecondary counseling and supports necessary to succeed in school, career, and life.

Scope: Additional funding to support the Chicago Roadmap, CPS' groundbreaking multi-year partnerships with the City Colleges of Chicago and targeted investments to hire 64 new school counselors at highest-needs schools.

Universal Supports

1. **Chicago Roadmap:** To enhance postsecondary support and increase postsecondary success among CPS graduates, investment will be allocated to the Chicago Roadmap, CPS' groundbreaking multi-year partnership with the City Colleges of Chicago. These funds will go toward providing work-based learning opportunities, dual credit programming, and facilitating deeper and broader counseling and advising supports.

2. **Work Based Learning Center:** CPS aims to develop a dedicated K-12 space where students of all ages can experience the entirety of our WBL continuum offerings through hands-on experience and direct connections with industry partners. In addition, the center will have a dedicated WBL Career team that will run the space.

Targeted Supports

1. **Additional School Counselors** CPS will increase the number of school counselors in our highest-need schools. The district will fund 64 additional positions over the next two years, and these positions will be prioritized for schools with the greatest need as identified by the Unfinished Learning Investment Index in consultation with the Equity Framework and Opportunity Index.

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Next Steps

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School Specific Supports

- Schools will be informed of universal resources available and school specific supports they qualify for. Schools will have the opportunity opt-in to the supports they need to meet their unfinished learning needs.
- Throughout the summer school leaders will have professional development opportunities focused on the best practices, as well as support in designing local unfinished learning plans.
- Schools leaders will receive support in creating inclusive community engagement processes to ensure their plans represent the perspective of their entire school community.
- School leaders will work with their Network Chiefs to finalize their plan for the year ahead.

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Districtwide Initial Engagement

- The district will offer two town hall sessions to support initial engagement on MFT plans. Town halls are open to the public. CPS will extend direct invites to Diverse Learner families and advocacy groups, students and families in transitional living situations, English Language Learners, and other key groups. Sessions will offer simultaneous translation and American Sign.
- Town hall meetings will be held on:
  - Monday, June 28, 5:30pm - 6:30pm register at: bit.ly/MFTtownhall
  - Wednesday, June 30, 5:30pm - 6:30pm register at: bit.ly/MFTtownhall
- Town halls will be recorded and live streamed from the district's YouTube channel.

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