Pablo Casals Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/23/2020	ILT & LSC Members	CIWP Deadlines - SEF

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.

- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 4 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Evidence on meeting agenda
- 4 - Structure for Continuous Improvement
    - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 4 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: Evidence on meeting agenda

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
    - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 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

- o 3 Curriculum connects to real world, authentic application of learning
- o 4 Curriculum is aligned to expectations of the standards
- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: Evidence on meeting agenda
- 4 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 4 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Evidence on meeting agenda
- 3 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 4 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Evidence on meeting agenda
- 2 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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)
- 2 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)
- 2 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)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)

- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: Evidence on meeting agenda
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Evidence on meeting agenda

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Evidence on meeting agenda
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)

- o 3 Exercise student voice (REQUIRED: OSEL)
- o 2 Authentically interact with community and civic leaders
- o 2 Engage with their community
- o 2 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**: Evidence on meeting agenda
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Evidence on meeting agenda
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Evidence on meeting agenda
- 2 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Evidence on meeting agenda

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	African American students growth in math (specific focus on AA males)

Root Cause 1	Lack of knowledge of culturally relevant teaching practices that support AA students in math. (AA males have the lowest off-track rates in math currently) and systems for progress monitoring AA academic progress over time beyond grades. Solution: professional development & academic readings around culturally relevant practices for our boys.
Area of Critical Need 2	% of students making sufficient annual progress in ACCESS
Root Cause 2	Students did not receive scores on ACCESS assessment. Lack of systems to progress monitor EL students prior to ACCESS beyond grades. Solution: Class assessments utilized to support progress of our EL students
Area of Critical Need 3	DL students progress on NWEA & IAR assessments
Root Cause 3	Lack of common planning time for DL teachers and consistent strategies for supporting DL students in math and reading. Solution: create common meeting times for DL teachers beyond writing IEPs to support developing toolkit of strategies for teaching diverse populations
Area of Critical Need 4	2nd grade reading attainment percentile
Root Cause 4	Lack of content knowledge by newer primary team on building block of learning to read and guided reading. Solution: PD and coaching in guided reading instruction

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: National School Growth Percentile - Math (Grades 3-8)

I chose this metric because our AA students are currently performing below the national average and they are performing below our other sub-groups of Hispanic students and DL students | African American | | 60.00 | 70.00 |
| | African American Male | | | |

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		40.00	50.00
I chose this metric because our students show significantly lower growth than expected. After research and communication with OLCE, several of our students did not receive scores in ACCESS testing and could be a contributing factor in the low score, but we want to make sure we're supporting our EL students appropriately	Latina (Female)			
SQRP: National School Attainment Percentile - Reading (Grade 2)	Overall		55.00	65.00
I chose this metric because historically only 50 percent of our 2nd graders are on grade level readers when they enter the 3rd grade.	African American Male			
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Students with IEPs		50.00	60.00
I chose this metric because our DL students as a subgroup have consistently showed lower and slower growth than other sub-groups. Additionally, we received Empower to strengthen the performance of this subgroup.	African American Male			
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Well-Organized			5.00	5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Build a system of accountability and purpose for academic and SEL goal setting and monitoring in the MTSS tracker from the start of the school year.
Then we see...	Appropriate students receiving interventions in the gen ed and those academic and SEL interventions will be monitored for progress and input consistently in MTSS system.
which leads to...	Measurable and observable academic and SEL goals are written for each tier 2 and 3 student and progress monitored weekly and monitored by the MTSS team bi-weekly.
Budget Description	
Tags	MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	• (Not started) Create a mandatory MTSS student list for data entry and updates based on spring 18 NWEA data (academic) and counselor referrals (SEL). PD during pre-service explicitly teaching expectations and entry process of goals and updates in the MTSS system. Introduce the SEL component. Create an MTSS process checklist including goal entry, progress monitoring expectations, and timelines. Create an MTSS calendar for dates of progress monitoring entry (Tuesdays along with grades). Administration training on MTSS/Interventions Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Casals MTSS team (4-5 staff members, including counselor and case manager) to check weekly progress updates and escalation requests. Team checks in on data entry once a week during first quarter, bi-weekly after. Referral for evaluations will only be accepted through "flagging" MTSS data (both academic and social emotional). Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Create common assessment tools/data for MTSS testing, strategies, and progress monitoring tools Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership

Strategy 2

If we do...	Create consistent systems of communication with our parents, consistent family events, and protocols/procedures for parent volunteers

Then we see...	increase parent involvement in the school in the form of parent nights, volunteering within the school, attendance at parent events, and increased positive experiences for parents within the school community
which leads to...	25 consistent parent volunteers (in school) PAC/BAC attendance = 25 parents 4 family events per year (this does not include STEM Nights) - (2020-21) Monthly informal events w/families & staff (2021-22)
Budget Description	
Tags	Family & Community Engagement
Action steps	(Not started) PIC/PAC meet over the summer to plan quarterly parent events (STEM Nights) - Year 1 and then Year 2 add monthly family events. PAC plan meeting dates and agendas over the summer Tags:Family & Community Engagement (Not started) Volunteers Create specific actions that volunteers can do in the classroom Create training for parents who volunteer within the school Tags:Family & Community Engagement (Not started) Effective Communication: Consistent communication about family events, assemblies, field trips, incentives, etc. Utilizing bright colored paper for parent events Megaphone at dismissal for events Parent posters for events Utilizing the Remind text message - look into Remind for teachers Tags:Family & Community Engagement

Strategy 3

If we do...	Create a school culture in which students are given an opportunity to provide voice to advocate for themselves and others.
Then we see...	Students sharing who they are, what they believe in, and how they can improve the school through active student participation in student government, student surveys and student activism/social justice.
which leads to...	Student increase in positive school experience through civic engagement, realizing that they can make a difference in their lives and the lives of others. 10 student representatives on Student Council Bi-monthly Student Council Meetings Monthly Student Council/Admin Meetings
Budget Description	
Tags	Student Voice, Engagement, and Civic Life

Action steps	(Not started) Meaningful student council. Recruit students, Students create a platform to run. School Wide voting system Tags:Student Voice, Engagement, and Civic Life (Not started) Create systems and protocols in which students share what is currently affecting them. Students will be given a platform in they will use to advocate from themselves and others. -Monthly Student council meetings with Principal. -Schedule meetings. -Create platform for discussion Tags:Student Voice, Engagement, and Civic Life (Not started) Embed Civics instruction in Social Studies. Create rubrics and Civics curriculum that is standards aligned. Follow CPS guidelines around teaching Civics to 8th graders. Tags:

Action Plan

Strategy 1

Create a mandatory MTSS student list for data entry and updates based on spring 18 NWEA data (academic) and counselor referrals (SEL). PD during pre-service explicitly teaching expectations and entry process of goals and updates in the MTSS system. Introduce the SEL component. Create an MTSS process checklist including goal entry, progress monitoring expectations, and timelines. Create an MTSS calendar for dates of progress monitoring entry (Tuesdays along with grades). Administration training on MTSS/Interventions

Sep 01, 2020 to Jun 22, 2021 - Case Manager, Counselor, MTSS Team

Casals MTSS team (4-5 staff members, including counselor and case manager) to check weekly progress updates and escalation requests. Team checks in on data entry once a week during first quarter, bi-weekly after. Referral for evaluations will only be accepted through "flagging" MTSS data (both academic and social emotional).

Sep 01, 2020 to Jun 22, 2021 - Case Manager, Counselor, MTSS Team

Create common assessment tools/data for MTSS testing, strategies, and progress monitoring tools

Sep 01, 2020 to Jun 22, 2021 - Case Manager, Counselor, MTSS Team

Strategy 2

PIC/PAC meet over the summer to plan quarterly parent events (STEM Nights) - Year 1 and then Year 2 add monthly family events. PAC plan meeting dates and agendas over the summer

Sep 01, 2020 to Jun 22, 2021 - PAC, PIC, Casals Admin.

Volunteers Create specific actions that volunteers can do in the classroom Create training for parents who volunteer within the school

Sep 01, 2020 to Jun 22, 2021 - PAC, PIC, Casals Admin.

Effective Communication: Consistent communication about family events, assemblies, field trips, incentives, etc. Utilizing bright colored paper for parent events Megaphone at dismissal for events Parent posters for events Utilizing the Remind text message - look into Remind for teachers

Sep 01, 2020 to Jun 22, 2021 - PAC, LSC, Casals Admin.

Strategy 3

Meaningful student council. Recruit students, Students create a platform to run. School Wide voting system

Sep 01, 2020 to Jun 22, 2021 - Casals Admin, Student Engagement Team

Create systems and protocols in which students share what is currently affecting them. Students will be given a platform in they will use to advocate from themselves and others. -Monthly Student council meetings with Principal. -Schedule meetings. -Create platform for discussion

Sep 01, 2020 to Jun 22, 2021 - Casals Admin, Student Engagement Team

Embed Civics instruction in Social Studies. Create rubrics and Civics curriculum that is standards aligned. Follow CPS guidelines around teaching Civics to 8th graders.

Sep 01, 2020 to Jun 22, 2021 - Casals Admin, Student Engagement Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

The CIWP team conducts a school wide assessment every two years to determine areas of need within the school and action steps for improvement. Admin and staff analyze student data quarterly to determine additional areas of need for staff, students, and the school community. The administrative team meets three times per year with teachers to analyze NWEA/mClass data to determine areas of professional growth and to set goals. The Instructional Leadership team analyzes EOY data to determine goals aligned to the CIWP for each upcoming year.

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

Casals School of Excellence facilitates school-wide professional development as well as weekly teacher team meetings focused on researched based and high leverage instructional strategies to support student achievement. Instructional priorities are chosen each year for each content area based on student need and areas of growth and teachers engage in student data analysis (academic, on-track), peer observations, and collaborative planning. All teachers receive coaching instruction that supports a teaching and learning cycle of improvement.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Casals School of Excellence engages in culturally responsive teaching practices to support our core academic programs which includes but is not limited to culturally responsive guided reading, supplemental core texts that reflect student cultures, history from multiple perspectives, etc. Students also engage in daily small group instruction in order to meet the diverse needs of students and improve quality of student learning.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Casals School of Excellence provides after school opportunities and well as work recovery opportunities within the school day for students who are in need of extra support. Casals small group instruction within the classroom and pull-out small group instruction provides students with instruction that is on their level and best meets their needs. Our counselor provides both individual and small group counseling to students who are in need of support. The administrative and ESP teams are mentors to the highest need students providing daily check-in and check-outs with the students.

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

Casals School of Excellence is a resident training site through the Chicago Teaching Residency program. The interview team seeks out high quality candidates through the CTR, local university teacher preparation program, Teach for America, etc.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Casals School of Excellence with the support of AUSL provides high quality professional development to staff and teachers. Teachers participate in professional learning prior to the start of the school year, within the school year (weekly during prep or after-school as needed). Teachers are also provided with opportunities to opt-in to after-school professional development through AUSL in content areas such as new teachers, ELA, math, and science.

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

The Casals staff engages parents through Dojo, Remind, phone, or email communication platforms. Additionally, Casals hosts two family STEM Nights for parents, students, and community members to engage in a STEM building activity together. The Casals parents are also engaged in two cultural family nights, The LatinX Fiesta and Black History Night, where our students and their families are celebrated through student performances, arts, dancing, trivia, etc. During these times, parents are encouraged to sign-up to be school volunteers and be a member of our PAC/BAC committees.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Casals hosts a "walk-up" day for our PreK students and their parents who will be transitioning to our kindergarten program. During this time students participate in learning activities and SEL activities that will support their transition to Kindergarten.

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

The instructional leadership team will work collaboratively with administration to develop an academic assessment plan that supports all students learning. This plan will include but is not limited to state/district mandated assessments (NWEA/IAR), quarterly benchmark assessments to measure student progress with grade level standards, curricular assessments, and primary students will be assessed in reading comprehension and fluency as measured by mClass & Dibels as well MPG to measure math progress. The teacher staff will vote on the final assessment plan proposed by the instructional leadership team each year. During the school year teachers meet bi-weekly and quarterly to complete data analysis on student performance on formative and summative assessments.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Casals School of Excellence provides after-school programming for students who need extra support in ELA and math. Additionally, students who are struggling are supported with small group instruction within the classroom and pull-out small groups in order to improve learning outcomes.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing

programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Casals School of Excellence will continue its partnership with B.A.M. to mentor middle school males, and D.I.V.A.s to mentor middle school girls. Casals is also a part of the fresh fruits and vegetables programs that exposes students to new fruits/vegetables weekly to increase the likelihood of students eating healthier foods.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

The PAC and BAC recruitment will continue to be a focus in 2020-21 school year. PAC/BAC were established in the 2014-15 but attendance/participation
continues to be low. These parent committees will provide parents/legal guardians, teachers/staff, and concerned community individuals with the opportunity
to work with the administrative team in the planning, design, implementation, and evaluation of the Title I Program.

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

In 2020-21 school year, the Annual Parent meeting will be held in September to notify parents of Casals participation in Title 1. The PAC and BAC presidents will coordinate with school assistant to ensure that all activities are updated on parent school calendar monthly, school marquee, and robo calls will be used as an engagement strategy

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

The administration will plan a Back to School Night to describe instructional programs and to explain how students will be assessed throughout the school year. The ILT will host two data assemblies for families for constant feedback to parents about the overall growth of students.

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.

In addition to report card distribution four times each school year, parents will be given updated data information after each assessment given; as well as, teachers will send home monthly class bulletins/newsletters updating parents on the progress of students. Parents are updated weekly about student progress through Thursday folders. Parents are also invited to make appointments with teachers when needed.

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.

Every effort will be made to ensure that all students are taught by a highly qualified teacher (see recruitment). In the event that a teacher isn't highly qualified, a notification will be sent out to the parents.

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

The ILT will host two data assemblies for families for constant feedback to parents about the overall growth of students. Additionally, parents will learn about CCSS and assessments used to monitor student growth.

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

The PAC and BAC presidents will coordinate with school assistant to ensure that all activities are updated on parent school calendar monthly and sent home with all students advertising all meetings and other important dates.

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.

During summer PD, staff will receive a volunteer handbook that include ways in which parents will be involved in our school, and will be given ways to successfully partner with our parents to ensure a successful school year for our students.

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.

We will engage families in the following activities to ensure parent involvement: PAC and BAC will provide opportunities for training, Family literacy and math nights, ongoing opportunities to volunteer, and surveys. We will also highlight student progress and talent through data assemblies, awards ceremonies and banquets, assemblies, sports activities, talent shows and student of the month.

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

The PAC and BAC presidents will coordinate with school assistant to ensure that all activities are updated on parent school calendar monthly and sent home with all students advertising all meetings and other important dates in a lanquate that is understandable.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic

achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The mission of Casals School of Excellence we collaborate and partner with all stakeholders to: 1. Provide rigorous, inquiry-based instruction that promotes college and career readiness 2. Integrate 21st century skills into our daily curriculum: creativity, collaboration, critical thinking and communication 3. Foster a profound appreciation for multicultural perspectives 4. Inspire future leaders by modeling and providing meaningful opportunities to achieve success 5. Promote a safe and healthy environment by integrating social-emotional learning standards.

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.

Formal Parent-teachers conferences where parents will have the opportunity to speak to all teachers regarding their child's progress twice in the school, at the end of the first and third quarters. Parents of students who are struggling will be asked to attend parent/teacher conferences as needed.

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

Parents will receive reports on child's progress weekly in students Thursday folders which will have all weekly assessments for parents to sign.

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

Parents can call the school or send a note requesting for meeting with any staff member. Upon entering the building, parent will report to the office to obtain a visitor's pass before proceeding to the classrooms. Parents will also be given emails of staff members to contact them directly.

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.

There is a volunteer packet for parents that details the process and ways in which they can volunteer.

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

We ask parents to support us in the following ways:
1. Ensure students are at school every day
2. Ensure that students complete all homework every day
3. Ensure that students wear uniforms every day.
4. Participate in as many parent related events as possible

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

Parents are welcome to attend all PAC, BAC /ALSC meetings.

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).

We ask students to take responsibilty for the education in the following ways:
1. Come to school every day
2. Complete all homework and classwork
3. Actively engage with their peers in positive ways
4. Wear uniforms every day
5. Participate in after school programs/sports programs

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

The goal of increasing student achievement through parental involvement is developing a sequence of development opportunities for parents around CCSS
and how parents can help at home in reading/math.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

Account	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.	$500.00
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.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$812.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$1000.00
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.	$500.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$700.00
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 by used only by parents.	$0.00