Jane Addams Elementary School 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.

- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - 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)
    - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - 4 Enable staff to focus and prioritize what matters most
    - 4 Employ the skills to effectively manage change
    - 4 Make ?safe practice? an integral part of professional learning
    - 4 Collaborate, value transparency, and inform and engage stakeholders
    - **Evidence**: Team members were selected based on their current leadership role within the school. Team represents all cultures and content areas in the school. Team weets weekly on Tuesdays and each has a role on the team to allow equity of input.
- 3 - Structure for Continuous Improvement
    - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - 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
    - 4 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**: The Portrait of a Addams Graduate are posted in each classroom and at the main entrance. There are 5 criteria that students leave Addams with and examples are displayed in th hallways and the classroom. Parent groups and the LSC have the same portrait.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
    - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
    - 4 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 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
- o **Evidence**: Students have PLP's based on pre assessment of skills. Using a variety of software tools students complete tasks at level and are scaffolded to more complex texts. Students track their learning. School -wide SEL embed into each day 8:00am - 8:30 am Counselor provides an additional 60 minutes per week for grades 5th - 8th grade. Students pre-K - 5th have one to two bilingual teachers to provide supports as needed.

- 3 - Instruction
  - o 3 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 3 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 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Personalized Learning School. We have individualized PLP's for our students, reflection journals, DOK's Teacher-student conferencing weekly, Student leaders, Teacher Leaders, partnerships ect.

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 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 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 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 3 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**: In the Spring of the prior year Grade Level teams review/assess the scope & sequence of a content area in order to infor the following school year. Based on entry level preassessment data adjustments are made by the end of the 1st quarter of the new school year. Teachers vote and utilize the same progress monitoring tool K - 4th and 5th - 8th grade.
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 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)
  - o 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)
  - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 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)
  - o 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)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)

- o 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)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 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**: Instructional teams established and meet monthly utilizing data and student work. SEL/Behavioral team meets monthly and presents to all grade bands weekly. Monday - PreK-K students. Tuesday 1st and 2nd grade, Wednesday 3rd/4th grade, Thursday 5th/6th grade, and Friday 7th/8th grade. Lessons and surveys. Lacking a staff members for MTSS team.
- 3 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: 6th - 8th grade - complete activities on Naviance, High school investigation days, High school shadow days, Students in 5th & 8th grade participate in the seal of Biliteracy. Addams had 12 students pass in 2018-2019 school year.

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 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**: We will continue with the SEL full school implementation that was embedded into the daily schedule. Adjustments are made quarterly based on behavior data, staff and student surveys. The staff is participating in a 2 month long Emotional Intelligence workshop. Ted Talks - (Brene Brown, Text, and activities)
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 4 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 4 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: Students participate in survys, Google classroom, Meet and greet with the State Representative, State Senator, Alderwoman, Students create/design Freedom Friday activities 6th - 8th. STudents meet engineers from surrounding energy company and Boeing.
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: Through the establishing of a School SEL/Behavior Team the portrait of an Addams graduate has 5 criteria our students develop throughout the years. They include Social skills, understanding our emotions, academic behaviors, leadership, and goal setting/reflection.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 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 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- o **Evidence**: Use of school-wide Restorative practices, implemented school-wide morning SEL - 8:00am - 8:30am by classroom teachers. 5th - 8th grade are provided 60 additional minutes a week SEL from the school counselor. Monthly SEL meeting with the SEL/Behavior Team.
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**: Communities & Schools, Eye care, Dental care, SEL out reach,. Active BAC & PAC groups who also receive adult education & parents taking GED & English as a second language at Olive Harvey College. Museum partnerships, Energy company partnerships, Boeing Partnership, LEAP Innovations partnership. Metropoltian Family Services

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
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	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**2**
3	Quality and Character of School Life: Physical and Emotional Safety	**4**
3	Quality and Character of School Life: Relational Trust	**3**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	MTSS - Consistency of progress monitoring
Root Cause 1	A common understanding of how to integrate progress monitoring into daily practices.
Area of Critical Need 2	Teacher Leadership - More opportunities for participation in Leadership Roles
Root Cause 2	Staff lack the confidence and skill to facilitate difficult conversations as a teacher leader in conflict resolution
Area of Critical Need 3	Emotional Safety - School wide focus on common SEL language and practices
Root Cause 3	The need for a common SEL vision to reduce negative interaction during transitions, lunch, and recess.

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
Vision: NWEA Attainment G2-8 (Math)	EL		50.00	54.00
To improve the academic success of the students in these groups	African American		35.00	40.00
Vision: NWEA Growth G3-8 (Reading)	Overall		68.00	70.00
To improve the academic success of the students in these groups				
Vision: Attendance Rate	Overall		95.50	96.00
The last two school years we have seen a decrease in our attendance rate.				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		63.00	65.00
Through an increase in Personalized Learning and students voice/choice, more students will meet the national standards.				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Addams needs to promote and advertise the 5 Essentials survey to allow more parent participation and staff.					

Custom metrics (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Participation Increase the advertising about the 5 Essentials for parents and staff.					

Strategies

Strategy 1

If we do...	? create and execute PD related to Progress Monitoring integration with Personalized Learning Paths and coach teachers individually on their consistent implementation throughout the year.
Then we see...	progress monitoring will become a normal habitual process throughout the whole school.
which leads to...	no student is without consistent real time feedback and success; every student should meet their growth target.
Budget Description	Teacher professional development and a technology tool to support progress monitoring.
Tags	Assessment: Monitoring Student Learning to Support Growth
Action steps	• (Not started) Summer, Fall , winter professional development Tags:

Strategy 2

If we do...	create and execute PD related to Crucial Conversations, and create structures that promote the practice of this skill with colleagues consistently.
Then we see...	disrupting inaccurate narratives will become a normal act amongst staff and teachers will feel more comfortable in leadership roles that they are passionate about.
which leads to...	on the 5E: School Commitment will move from strong to very strong; Teacher to Teacher Trust will move from strong to very strong; Teacher influence will move from neutral to strong.
Budget Description	Professional Development and collaboration with vendors on effective communication and difficult conversations.
Tags	Leadership for Continuous Improvement

Action steps	• (Not started) Assign text reading over the summer/ PD beginning late August and continues through May 2021 Tags:Teacher Leader Development & Innovation: Distributed Leadership

Strategy 3

If we do...	create structures that assume positive intent and seek to understand first by consistently modeling reflection and vulnerability.
Then we see...	teachers will be more open and vulnerable with their practices and each other.
which leads to...	relational trust will improve and we will see movement on our 5E in Teacher to Teacher Trust from strong to very strong and Teacher to Leader trust will move from neutral to strong.
Budget Description	Utilize best practices as a Leader to foster/ design structures for open dialogue Summer Professional development set on only relationship building of staff members.
Tags	Relational Trust
Action steps	• (Not started) Summer PD on staff relational trust, continued throughout the school year through meetings, journal reflection, and conflict resolutions. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts

Strategy 4

If we do...	create a framework of common SEL practices for all stakeholders, train stakeholders, and support with consistent feedback.
Then we see...	every interaction will be SEL forward.
which leads to...	discipline issues and classroom interruptions are decreased while 5E qualities of supportive environment are increased.
Budget Description	SEL program - school wide Afterschool programs for students needing additional support
Tags	CBE: SEL Integration
Action steps	• (Not started) SEL team meet over the summer and design a program to implement school wide for students and staff. Tags:

Action Plan

Strategy 1

Summer, Fall , winter professional development

Jul 01, 2020 to Apr 30, 2021 - Principal ILT Team Teacher Leaders Teachers

Strategy 2

Assign text reading over the summer/ PD beginning late August and continues through May 2021

Jul 01, 2020 to Jul 01, 2020 - Principal ILT Team Teachers

Strategy 3

Summer PD on staff relational trust, continued throughout the school year through meetings, journal reflection, and conflict resolutions.

Jul 01, 2020 to Jun 18, 2021 - Principal SEL team Teachers

Strategy 4

SEL team meet over the summer and design a program to implement school wide for students and staff.

Jul 01, 2020 to Jun 11, 2021 - Principal AP SEL team ILT Team Teachers Students

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.

Each year a BOY survey is presented to the families by the Counselor and Social worker. Every Spring a Survey is presented to the parents by the Principal. In addition parents take the 5 Essentials survey.

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

In Personalized learning students are pre-assessed and placed on Learning Pathways to fill gaps and scaffold them into the current grade level work.

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.

The School implements individual student pathways based on a rigorous scope and sequence that follows the CCSS and NGSS standards.

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).

In Personalized learning students are pre-assessed and placed on Learning Pathways to fill gaps and scaffold them into the current grade level work. An effective MTSS program

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

Money is placed on a seminars, professioanl development line every year to ensure continued staff learning to improve how we teach our students.

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.

Money is placed on a seminars, professioanl development line every year to ensure continued staff learning to improve how we teach our students.

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

Parents are provided with free community collage courses, Teacher presentations at monthly parent meetings on how to read reports, use Ed Tech products, and support reading at home.

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.

We host meet the Kindergarten teacher picnic, We have the Kindergarten teacher visit the PreK classrooms,

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.

Teacher vote each Spring on what effective progress monitoring tools, intirum assessments, and weekly assessments to use for the following school year.

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.

A consistant use of MTSS and progress monitoring as part of everyday instruction supports timely assistance to students who struggle to meet grade level standards.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

The school complete yearly Healthy school surveys, Social Emotional - behavioral, Incentive programs, Publish to parents via class dojo all adult educational opportunities, assistance programs

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.

Parents will attend a beginning of the year meeting for an overview of the CIWP Plan. Then parents will meet monthly in various committees to review the plans ongoing process. (Coffee with the principal, PAC meetings, PTO meetings, BAC meetings.

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 September the PAC will hold it's election of officers after the principal presents the status of the school report. Then parents will meet monthly.

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

The school posts the regular meeting of the PAC, BAC, PTO, LSC

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.

Student data reports are sent to parents every year for the IAR, ACCESS, NWEA, ISA

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.

In the first quarter of each year families are notified if a teacher is teaching a course/class that is not state certified or endorsed in that content.

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.

Parents are porvided a communication tool Class Dojo, Parent protal, and email to communicate with the teachers and Administrators.

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.

Students are provided with all needed/required resources that allow the greatest level and opportunity to learn. Parents are provided with videos or in person session to learn how to support their child's learning.

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.

Our teachers use Class Dojo to send assignment home, celebrations, individual parent notes, and survey parents BOY. MOY and EOY to support learning in and out of school.

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 have 3 preK programs in which parents are encouraged to participate. 1/2 day monthly parents come and participate in their childs accomplishments and learning activities.

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.

School information is published in both English and Spanish. The only exception is any state of Illinois reports that arrive in English only.

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.)

We provide Personalized Learning for ALL. Students are assessed to identify their Learning Pathways. Students conference weekly with teachers to monitoring Learning Pathway progress.

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.

Parent Teacher conference are held at the end of Quarter 1 and the end of Quarter 3.

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

Parent Portal, and Data from elearning platforms, NEWA, ACCESS, are a few sources of regular data on a child's progress.

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

Parents communicate vis Class Dojo, Google Classroom, email, Phone.

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 complete a yearly volunteer form provided by CPS. Once approved they are provided school assignments.

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

Through the use of Google classroom parents have access to a childs assignments when absent or present. Parents will receive a call if a child is absent and a certified letter if absent
for 5 - 10 in a row.

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

Parents will communicate via any of the parent committees, parent teacher meetings/conferences, or during IEP 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).

STudents have choice and voice in a Personalized Learning program. Students are placed on a pathway that allows them to drive their learning.

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.

Parents will meet in September to set the goals for the SY21 school year. Parents want learning to be meaningful if the students are still remote or in-person learning happend.
They feel at this time it would look different. Although they agreed that Social Emotional support will be needed for all.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$2500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$712.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00

53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00