

Avalon Park Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Takeshi James	Principal	tmwhite-james@cps.edu	Has access
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Patsy Collins-Meyer	LSC/SECA	patsycollinsmeyer@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/23/2020	All except Collins-Meyer	Possible Goals for CIWP

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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Safe Practice Protocols Teacher Team Meetings Teacher Leaders in place to support all teaching staff
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 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
 - 3 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
 - 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** School Environment Teacher Team Agendas

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 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
 - 2 Curriculum connects to real world, authentic application of learning

- 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Teacher Exemplars and Lesson Plans
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 1 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Teacher Exemplar Feedback
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 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
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Grade Book
- 2 - MTSS
 - 2 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)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 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)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 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)
- 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)

- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** DL Agendas and Grade Book
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Counselor Plans and Agendas

Quality and Character of School Life

- 2 - Relational Trust
 - 2 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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Teacher and Student Surveys
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Agendas and Student Council Notes

- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Teacher, Parent & Student Handbook
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Aspen
- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 1 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Grade Book and Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4

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

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)	African American		60.00	65.00
I chose this metric because Avalon Park's students have the potential to make the group. It is teacher capacity that we are building upon. We are observing an increase in attainment, which indicates that the potential in there.				
SQRP: National School Attainment Percentile - Reading (Grades 3-8)	African American		60.00	65.00
I chose this metric because Avalon Park's students have the potential to make the group. It is teacher capacity that we are building upon. We are observing an increase in attainment, which indicates that the potential in there.				
SQRP: National School Attainment Percentile - Reading (Grade 2)	Overall		50.00	55.00
I chose this metric because the teacher has looped with the students. She is aware of their needs, strengths and areas of growth.				
SQRP: National School Attainment Percentile - Math (Grade 2)	Overall		40.00	44.00
I chose this metric because the teacher has looped with the students. She is aware of their needs, strengths and areas of growth.				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey After reviewing Avalon Park's 2018-2019 data, we observed that teacher collaboration was the lowest rated metric. Therefore, we put systems in place				1.00	1.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
through our Empowered Schools Grant that would help support teacher capacity in a collaborative manner. Also, it is important to indicate that Avalon Park has a very high unstable transit population where students transfer in and out frequently.					

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...	If we ensure that data driven differentiated instruction is aligned to student needs and teachers are receiving immediate feedback and support from our MCL/EITs,
Then we see...	an improvement in our delivery of high-quality instruction, an increase in stakeholder engagement, anymore intentional usage of data through progress monitoring
which leads to...	NWEA growth percentile of 60th or better in both Math and Reading
Budget Description	
Tags	Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2- Leveraging Data to Close Gaps
Action steps	<ul style="list-style-type: none"> (Not started) Conduct EOY data conversations with each teacher to analyze data and begin to construct instructional groups for SY21 that are aligned to strengths and gaps that are observed in the data <p>Tags: Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</p>

Strategy 2

If we do...	Assess and provide feedback to teachers on their Grade books to check for student mastery, reteaching and appropriate modifications for students in need and monitor student attendance
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Then we see...	an improvement of student understanding of the Common Core Standards and increased daily attendance rates
which leads to...	an increase in communication with parents as they monitor their student(s) grades and on-track status through the use of parent Portal via Aspen
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) Create structures and protocol for student motivation and incentives to reach their goals <p>Tags:#academicachievement, #attendance</p> <ul style="list-style-type: none"> (Not started) Communicate with parents through monthly newsletters, Aspen (Parent Portal) and a variety of events conducted at the school (i.e. Literacy Night, Doughnuts with Dad, Math and Science Night, Mvie Dya, etc.) <p>Tags:</p>

Strategy 3

If we do...	Provide a full-time multi-classroom leader for reading and a part-time multi leader for math to provide professional development, coach teachers with understanding data to plan for rigorous instruction on how to create teacher exemplars that drive the expectations for student mastery of the CCSS
Then we see...	Teachers better addressing the academic needs of all students
which leads to...	50% or greater of students meeting or exceeding personal growth goals/grade level expectations for attainment for both reading and math
Budget Description	Modify the design of the current Empowered School Team from one full-time MCL and to EIT's to one full-time MCL for literacy and one part-time MCL for math
Tags	Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Admin and MCL's meet to analyze EOY data and construct a plan including a schedule for PD, coaching, monitoring instruction and opportunities for to provide feedback that is designed to improve daily instruction to ensure an increase in student achievement <p>Tags:Leadership for Continuous Improvement, Literacy: Key Practice #2- Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</p>

Action Plan

Strategy 1

Conduct EOY data conversations with each teacher to analyze data and begin to construct instructional groups for SY21 that are aligned to strengths and gaps that are observed in the data

Jun 12, 2020 to Aug 07, 2020 - Admin and classroom teachers

Strategy 2

Create structures and protocol for student motivation and incentives to reach their goals

Mar 02, 2020 to Jun 30, 2020 - Students, teachers and admin

Communicate with parents through monthly newsletters, Aspen (Parent Portal) and a variety of events conducted at the school (i.e. Literacy Night, Doughnuts with Dad, Math and Science Night, Mvie Dya, etc.)

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Strategy 3

Admin and MCL's meet to analyze EOY data and construct a plan including a schedule for PD, coaching, monitoring instruction and opportunities for to provide feedback that is designed to improve daily instruction to ensure an increase in student achievement

Jun 05, 2020 to Aug 14, 2020 - Principal and Empowered 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.

Avalon Park not only utilizes our 5Essentials data as a comprehensive needs assessments, we also create in-house structures to survey students, staff and families to ensure that all stakeholders is based of the levels of achievement relative to the state content and achievement standards.

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

At Avalon Park all teachers submit weekly "Teacher Exemplars" to the principal. Teacher exemplars are aligned to the standards of focus for the week and are reviewed by the principal for written feedback that will drive instruction for the week. During the completion of the teacher exemplars , teachers should be able to identify misconceptions prior to teaching which will lead more students to mastery the standards.

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.

All teachers are challenged to implement "Gradual Release" for every that lesson that he/she teaches. By doing so, students have opportunities to observe the expectations for learning for the day, they engage with the teacher and peers before they are asked to independently complete a task to demonstrate mastery. By engaging in this process, all students including diverse learners are provided with ample opportunities for success.

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).

At Avalon Park, we pride ourselves in meeting the needs of all students through our branded, small group instruction. All teachers and support staff are involved in the process to help lessen the academic of our students through conducting sessions for very small groups of students to review prerequisites that some students may have missed along their educational journey. Our counselor conducts college career classes for all of our students.

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

Through Empowered Schools and CPS' Mentor Program, Avalon Park has several teachers that have been highlighted district-wide for their high levels of success at Avalon Park. Because of the success that our teachers have had, new teachers to the district are naturally attracted to Avalon Park.

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.

At Avalon Park, to the greatest extent possible, we differentiate PD to meet the needs of our teachers and support staff. We have worked with our teachers to strengthen each of their strengths so that they are all

eager to provide some form of PD for their colleagues. It is our goal to build the learning curb of all involved in the teaching and learning process at Avalon Park. To date, some of our teachers extend the learning to parents who are in need of additional strategies to support their children at home.

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

Our counselor and empowered school team work together to increase parent involvement for not only literacy, but math and science also. It is our goal to provide monthly family activities to strengthen the home-school connection.

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.

At Avalon Park, Our Pre- Program is very attractive and words has gotten out that our students learn to read in our program. Our teacher and teacher assistant are both very engaging and create positive nurturing relationships with our students and their families.

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.

Teachers at avalon Park analyze all curriculum resources and assessment platforms and together, we decide what resources are best to meet the needs of our students. Teachers first have opportunities to independently review resources providing strengths and deficits of each programs. Then, everyone comes together to make final curriculum decisions.

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.

Through the implementation of the teacher exemplar process, admin provides strategies for teachers to extend learning to provided an academic stretch to advance the learning of our higher performers and provide a challenge to all of our learners. Teachers, also include rubrics to students prior to teaching which helps students to explore how they will master and exceed expectations of the criteria outlined in the 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.

Avalon Park will utilize the voices of all stakeholders to ensure that the coordination and integration of federal, state and local services/ programs, etc...which are supported under No Child Left Behind Act. Through LSC, ILT, Student Council and Empowered Schools meetings we address our needs to accomplish this goal.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Avalon Park's parents have participated in the review and are in the process of assisting in the revising process the NCLB Parent involvement plan and Parent Compact during our PAC and LSC 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

During Avalon Park's annual Fall Open House Event, parents are informed of NCLB/Title I Program, LSC meetings and PAC meetings. Meetings notices follow-up is communicated in the form of weekly/monthly newsletters, our website, Parent information board and staff contacts. The notice of the annual meeting in October is communicated to ensure that all parents are informed about their participation in NCLB, Title 1 programs and to explain the Title 1 requirements and their right to be involved in Title 1 programs. The Title 1 meeting was held on Wednesday, September 18, 2019.

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.

Bi-Monthly meetings are established by PAC and LSC members. This information is communicated in newsletters, robo calls, posted on parent board and on our website. During times when immediate attention is needed flyers are made on color paper and distributed to every student.

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 assessment results are communicated to parents are made available to parents immediately since students are able to view their scores upon completion of the NWEA Assessment.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

All teachers at Avalon Park are "highly qualified" according to Title 1 Final regulations.

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.

Avalon park hosts a State of the School Address to parents each September to inform and explain to parents the state and local academic assessments and to provide parents with training on Parent Portal where they can monitor their child's progress.

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

Parents are encouraged to participate in school and city-wide CPS workshops. During these workshops parents have opportunities for training on how to engage with the school to support their child's academic, social and emotional success.

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.

Avalon Park School hosts several events throughout the school year to allow parents to engage and stay connected to their child's balanced education offered at Avalon Park. Such events include, but are not limited to Literacy Night, math and Science Night, Family Game Night, etc.

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.

Avalon Park recruits and advertises it's Pre-K Program to all parents and the local community. We find that many siblings attend our Pre-K.

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.

Avalon Park send weekly/monthly bulletins home with students. Our bulletins are designed to communicate pertinent information to parents to keep them abreast of activities, meetings and programs held at Avalon Park and local community.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

Avalon Park's Fine & Performing Arts provides a rigorous student tasks that are aligned to Common Core Standards. Each educator at Avalon Park modifies tasks to meet the needs of all learning including the modifications that are outlined in IEP's for diverse learning students. WE believe that all students can learn if we plan appropriately to meet the specific learning modalities of all of our students. At Avalon Park it is our practice to hold parents and other stakeholder to a high standard to support the education of our students.

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 conference are held quarterly in November and April to provide parents with their child's academic, social and emotional progress. Parents are also encouraged to monitor their child's progress on a weekly basis via Parent Portal. We provide training at the school.

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

Progress reports are sent home every five weeks. Parents and students alike are informed if students are on-track for college and career success.

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

Parents of Avalon Park are well aware of our open door policy. Parents are encouraged to strengthen the home-school connection by communicating with teachers and staff on a regular basis. Most parents schedule meetings with staff before or after school. In the event that those times are not conducive, then administration will have classes covered to meet the needs of the parents' schedule.

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.

All parents of Avalon Park have been informed of Levels I and II volunteer process and are encouraged to volunteer as much as possible.

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

At Avalon Park, parents are highly encouraged to sign up for parent portal to monitor student grades and attendance percentages. Parents also receive daily calls when students are absent or if we notice any patterns in students attendance. In cases where parents are comfortable with the process, they assist with helping to bridge academic gaps of some of our students. For instance, teaching of the alphabet, basic sounds, number recognition, just to name a few.

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

According to Avalon Park's latest 5 Essentials report, parents are more neutral about their ability to participate in the decision making process at Avalon Park.

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).

One common practice at Avalon Park is for students to self-assess their tasks on a daily basis. Our students understand what criteria they need to meet to be considered On-Track according to the guidelines provided by CPS.

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 at Avalon Park are seeking to spend more time helping to bridge academic gaps of our students. In doing so, parents will receive training from teacher leaders to better support the needs of our students and their families.

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

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>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.</p>	<p>\$0.00</p>
<p>53405</p>	<p>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.</p>	<p>\$900.00</p>
<p>53205</p>	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$700.00</p>
<p>54125</p>	<p>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)</p>	<p>\$0.00</p>
<p>54505</p>	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	<p>\$297.00</p>
<p>54205</p>	<p>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.</p>	<p>\$0.00</p>
<p>54565</p>	<p>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.</p>	<p>\$0.00</p>
<p>53510</p>	<p>Postage Must be used for parent and family engagement programs only.</p>	<p>\$0.00</p>
<p>53306</p>	<p>Software Must be educational and for parent use only.</p>	<p>\$0.00</p>
<p>55005</p>	<p>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.</p>	<p>\$0.00</p>

