Lazaro Cardenas Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/29/2020	CIWP Team	SEF and Process
02/05/2020	CIWP Team	SEF Discussion
02/19/2020	CIWP Team	Framework Priorities
03/11/2020	CIWP Team	Critical Areas/Root Cause/Goals
04/03/2020	CIWP Team Virtual Meeting	Strategy Work
04/29/2020	CIWP Team Virtual Meeting	Action Item Work
05/08/2020	CIWP Team	Review Draft via Email

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

- 4 - 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 4 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**: -Continue working on utilizing teachers as leaders to help improve the practice of others. -Continue to stay focused on the priorities identified in the CIWP. -Look to provide more support and mentoring to new teachers and teachers who need assistance.
- 4 - Structure for Continuous Improvement
    - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 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 3 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**: -Develop vertical planning structures. -Continue with teacher-led professional development. -Budget is aligned to CIWP priorities.

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 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**: -Develop a plan for culture relevant curriculum. -Ensure field trips are meaningful, authentic, and not repetitive. -Explore the ISBE SEL standards. -Examine core texts used at each grade level.
- 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 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 4 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 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**: -Reflect on how to better support newcomer students with classroom instruction. -Explore different methods to increase vocabulary acquisition within and across core content areas. -Discuss how to get students to take more ownership of their learning. -Examine what questioning looks like at different grade levels.
- 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 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 3 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 4 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**: -Develop better school-wide expectations with assessment and grading. There has been some work, but there is more needed. -Examine current assessments in place to see if those assessments meet the needs of all learners. -Go more in depth with discussing how we accurately assess student learning within a content area.
- 3 - MTSS
  - o 3 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 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 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 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 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 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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 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 3 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 3 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 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: -Work on communication with parents around the MTSS process. -Have the MTSS Team review the SEF and make adjustments to the MTSS process based on the SEF and CIWP. -Identify a process or method for school leadership to have a clearer understanding of how MTSS is working during a school year. -Continue supporting the MTSS Team and teachers with the MTSS process.
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 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**: -Continue implementing Success Bound at 6th-8th. -Identify other processes for working with students around College, Career, Access, and Persistence. -Continue to support process in place for GoCPS student and family support.

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 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: -Culture, Climate, and Attendance Team will continue working towards supporting the Cardenas Staff to ensure there is a positive culture in place. -School administration and freed personnel will continue to work together towards school improvement. -Continue ensuring structures are in place that support staff needs, respect teacher time, and allow for collaboration between adults.
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 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 2 Authentically interact with community and civic leaders
  - o 3 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**: -Continue practice of Student Advisory Committees in 4th-8th Grades. -Work with teachers to examine practices around civics within classroom instruction. -Discuss how civic leadership would look in an elementary school setting.
- 4 - 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 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**: -Work with the Culture, Climate, and Attendance team around the areas listed in this category with the SEF. -Ensure each adult understands the procedures and process for reporting concerns about safety and well-being. -

Continue working as a school around SEL learning and how to best support students.

- 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**: -Monitor use of Second Step curriculum in Pre-K to 5th. -Continue exploring programming for all students with vendors such as YWCA and Resilience through our partner of Community In Schools. -Examine discipline data from the current school year to identify if there are areas we can be more proactive in. -Engage teachers, staff, and parents in discussions around discipline in school.
- 4 - Family & Community Engagement
  - o 3 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 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 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**: -Continue working with staff on best practices with parent communication. Exploring different means and methods to maximize parental communication. -Improve our practices around parent outreach of students with excessive absences or tardiness. -Better utilize the school website to provide information to parents. -Increase the amount of evening events for parents.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
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	**5**
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**3**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**4**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**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	Math Growth for Students in Grades 3-8 (NWEA)
Root Cause 1	Inconsistency with curriculum and instruction across the grade levels
Area of Critical Need 2	Math Attainment for Students in Grades 5-8 (NWEA)

Root Cause 2	Inconsistency with curriculum and instruction across the grade levels
Area of Critical Need 3	Student Attendance Rate for Students in Grades Pre-K-8
Root Cause 3	Issues with bookend grades of K/1/8 and specific students within the school
Area of Critical Need 4	EL Students Making Progress on ACCESS in Grades 1-8
Root Cause 4	Lack of understanding of how ACCESS correlates to classroom instruction and achievement. EL students do well on NWEA but not on ACCESS
Area of Critical Need 5	Reading Attainment for Students in Grades K-8 (NWEA)
Root Cause 5	Inconsistency with curriculum and instruction across the grade levels especially in the primary grades K-3

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) This was a low metric in math that we need to improve upon for all grades.	Overall		60.00	70.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) There is a drop off with 3-8 math from 2nd grade. Also attainment informs us about students at/above grade level.	Overall		70.00	75.00
Vision: Attendance Rate Research shows....Students who are present consistently have a higher probability of achieving in school...	Overall		96.00	96.50
	Overall		40.00	50.00

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 There seems to be a difference with how well EL's do with NWEA and the 33rd percentile does not make sense. We want to explore this more...				
SQRP: National School Attainment Percentile - Reading (Grades 3-8) Our students are not where we want them to be with reading at/above grade level.	Overall		65.00	70.00

Required metrics (Elementary) (0% complete)

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

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...	Implement small group instruction in the middle grades.
Then we see...	Teachers will be able to differentiate instruction for students to better meet the needs of all learners.
which leads to...	Improved student achievement for all students (General Program, Diverse Learners, and English Learners) on NWEA, IAR, and other assessments.

Budget Description	Buckets for planning time and professional development
Tags	Curriculum, Instruction, Personalized Learning: Tailored Learning/Differentiation
Action steps	(Not started) Due to Covid-19, provide teachers with time to plan for implementation of small group instruction for gaps in skills/standards not addressed during school closing. Tags:Curriculum, Instruction (Not started) Teachers develop a schedule for small group instruction within their classroom. Tags:Instruction (Not started) Professional development on using data to identify small groups and progress monitoring. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring (Not started) Teacher led PD on best practices with small group instruction. Tags:Instruction

Strategy 2

If we do...	Implement an effective guided reading process across grades K-3
Then we see...	A decrease in the reading gaps between students within classrooms and grade levels
which leads to...	An increase of student achievement for all students (General Program, Diverse Learners, and English Learners) on reading assessments (school-based, NWEA, IAR, etc...)
Budget Description	Funds for additional leveled books. Buckets for professional development and planning time.
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, OECE: P-2 Balanced Literacy
Action steps	(Not started) Utilize available data (i.e. NWEA, Raz) to inform next steps with guided reading. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps

	• (Not started) Guided Reading Professional Development: Strengthen independent work stations/centers that reinforce previously taught skills/strategies. Tags: • (Not started) Guided Reading Professional Development: Become knowledgeable of the demands of each reading level and identify benchmark levels. Tags: • (Not started) Develop a process to ensure there is flexible grouping throughout the year that addresses the deficiencies of students and changes of student reading levels. Tags: • (Not started) Guided Reading Process: Create a more cohesive progress monitoring system. Tags:MTSS: Progress Monitoring

Strategy 3

If we do...	Continue to implement MTSS processes for instruction and begin focusing on MTSS for social emotional learning
Then we see...	Teaching and learning aligned to and supporting the needs of all students
which leads to...	An increase in student achievement for all students (General Program, Diverse Learners, and English Learners) with assessments (Classroom, NWEA, IAR, and others) and teacher productivity within the classroom.
Budget Description	Bucket for planning time to prepare an MTSS SEL implementation plan
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) Teacher needs assessment survey with MTSS. Tags:MTSS • (Not started) Professional Development: SEL MTSS Tags:MTSS, MTSS: Fidelity of Implementation • (Not started) Check in with teachers on MTSS to identify additional needs and supports.

Tags:MTSS: Fidelity of Implementation

- (Not started) MTSS team continues to meet and give direction to teachers on tracking interventions.

  Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

- (Not started) Teachers continue to do interventions and progress monitoring for students in tier 2 and 3 academically.

  Tags:MTSS: Progress Monitoring

- (Not started) Teachers, Staff, and Support Personnel begin to track SEL MTSS interventions for tier 2 and 3.

  Tags:MTSS: Progress Monitoring

Strategy 4

If we do...	Utilize a continuum of whole school community-building strategies and provide early interventions as needed
Then we see...	Student and family engagement will increase to help prevent chronic absences
which leads to...	an increase in student attendance and higher student achievement within the classroom and on assessments (NWEA, IAR, and other assessments) for all students (General Program, Diverse Learners, and English Learners).
Budget Description	Funds for attendance incentives. Buckets for meetings for Culture, Climate, and Attendance Team.
Tags	OSSE: Attendance & Truancy, Teacher Leader Development & Innovation: Teacher Teams
Action steps	(Not started) Parent Meeting on Student Attendance. Tags:FACE2: Parent Engagement, OSSE: Attendance & Truancy (Not started) Continue to provide monthly and quarterly attendance incentives for students. Tags: (Not started) Hold conferences for parents and students when student attendance drops below 90%. At this conference a plan will be developed between the school and the family. Tags:OSSE: Attendance & Truancy

	• (Not started) Identify students with low attendance rates (both chronic absences, and tardies). Communicate the list of students with classroom teachers so that early interventions can be implemented.
	Tags:OSSE: Attendance & Truancy
	• (Not started) Provide teachers with training on attendance supports for families and students for early intervention.
	Tags:OSSE: Attendance & Truancy
	• (Not started) Utilize home visits early in the year to address chronic attendance issues.
	Tags:OSSE: Attendance & Truancy
	• (Not started) Continue attendance tracking and reporting procedures that are currently in place.
	Tags:OSSE: Attendance & Truancy

Strategy 5

If we do…	Vertically aligned standard based curriculum in ELA and Math across grade levels
Then we see…	Teachers enriching student learning through a stronger continuum of learning and content across grade levels,
which leads to…	Increased student achievement (General Program, English Learners, and Diverse Learners) across assessments in the classroom, district, and state.
Budget Description	Bucket for grade level collaboration and planning.
Tags	Curriculum, Instruction
Action steps	• (Not started) (Due to Covid-19) Grade levels review the EOY curriculum documents addressing which skills were not addressed during the 19-20 school closing and plan how to implement them in the beginning of the year. Tags:Curriculum • (Not started) Create a schedule for teachers to consistently meet during the school year to target one unit at a time and discuss how skills are being taught. Tags:Curriculum

	• (Not started) Develop a process for vertical discussions (grade levels, norms, goals, expectations, outcomes) Tags:Curriculum • (Not started) Provide time for teachers to meet to review curriculum and materials to identify gaps in standards not being addressed across grade levels and standards that are being overly addressed. Tags:Curriculum • (Not started) Grade levels identify additional standards to address (stretch skills) via working with other grade levels. Tags:Curriculum • (Not started) Develop a process to look at how student work progresses vertically to analyze if tasks are appropriate to the grade level and standards. Tags:Curriculum

Action Plan

Strategy 1

Teachers develop a schedule for small group instruction within their classroom.

Aug 31, 2020 to Oct 02, 2020 - Middle School Teachers, Principal, Assistant Principal

Professional development on using data to identify small groups and progress monitoring.

Aug 31, 2020 to Jun 11, 2021 - Middle School Teachers, Principal, Assistant Principal, LLT

Teacher led PD on best practices with small group instruction.

Aug 31, 2020 to Jun 11, 2021 - Teachers, Principal, Assistant Principal, LLT

Due to Covid-19, provide teachers with time to plan for implementation of small group instruction for gaps in skills/standards not addressed during school closing.

Aug 31, 2020 to Sep 11, 2020 - Middle School Teachers, Principal, Assistant Principal

Strategy 2

Utilize available data (i.e. NWEA, Raz) to inform next steps with guided reading.

Sep 08, 2020 to May 27, 2022 - Classroom Teachers, LLT, ELPT, Principal, Assistant Principal

Guided Reading Professional Development: Become knowledgeable of the demands of each reading level and identify benchmark levels.

Aug 31, 2020 to Feb 12, 2021 - Classroom Teachers, LLT, ELPT, Principal, Assistant Principal

Guided Reading Professional Development: Strengthen independent work stations/centers that reinforce previously taught skills/strategies.

Aug 31, 2020 to Oct 30, 2020 - Classroom Teachers, LLT, ELPT, Principal, Assistant Principal

Guided Reading Process: Create a more cohesive progress monitoring system.

Aug 31, 2020 to Jun 18, 2021 - Classroom Teachers, LLT, ELPT, Principal, Assistant Principal

Develop a process to ensure there is flexible grouping throughout the year that addresses the deficiencies of students and changes of student reading levels.

Aug 31, 2020 to Feb 12, 2021 - Classroom Teachers, LLT, ELPT, Principal, Assistant Principal

Strategy 3

Teacher needs assessment survey with MTSS.

May 01, 2020 to Jun 18, 2020 - MTSS Team, Principal, Assistant Principal

Professional Development: SEL MTSS

Aug 31, 2020 to Jun 11, 2021 - MTSS Team, Social Workers, Principal, Assistant Principal

Check in with teachers on MTSS to identify additional needs and supports.

Aug 31, 2020 to Jun 10, 2022 - MTSS Team, Principal, Assistant Principal

MTSS team continues to meet and give direction to teachers on tracking interventions.

Aug 31, 2020 to Jun 10, 2022 - MTSS Team, Principal, Assistant Principal

Teachers continue to do interventions and progress monitoring for students in tier 2 and 3 academically.

Sep 21, 2020 to Jun 10, 2022 - MTSS Team, Classroom Teachers, Principal, Assistant Principal

Teachers, Staff, and Support Personnel begin to track SEL MTSS interventions for tier 2 and 3.

Feb 08, 2021 to Jun 10, 2022 - MTSS Team, Classroom Teachers, Social Worker, Support Staff, Principal, Assistant Principal

Strategy 4

Parent Meeting on Student Attendance.

Sep 14, 2020 to Sep 30, 2020 - Principal and Assistant Principal

Continue to provide monthly and quarterly attendance incentives for students.

Sep 08, 2020 to Jun 10, 2022 - Principal, Assistant Principal, CCA Team

Hold conferences for parents and students when student attendance drops below 90%. At this conference a plan will be developed between the school and the family.

Nov 02, 2020 to Jun 10, 2022 - Principal, Assistant Principal, Dean, Teachers

Identify students with low attendance rates (both chronic absences, and tardies). Communicate the list of students with classroom teachers so that early interventions can be implemented.

Sep 08, 2020 to Jun 10, 2022 - Principal, Assistant Principal, Clerks

Provide teachers with training on attendance supports for families and students for early intervention.

Aug 31, 2020 to Nov 06, 2020 - Principal, Assistant Principal, CCA Team

Utilize home visits early in the year to address chronic attendance issues.

Sep 08, 2020 to Jun 10, 2022 - Principal, Assistant Principal, Clerks, Dean

Continue attendance tracking and reporting procedures that are currently in place.

Aug 31, 2020 to Jun 11, 2021 - Principal, Assistant Principal, Clerks, Dean

Strategy 5

Develop a process for vertical discussions (grade levels, norms, goals, expectations, outcomes)

Aug 31, 2020 to Nov 06, 2020 - Principal, Assistant Principal, Teachers, LLT, ELPT.

Create a schedule for teachers to consistently meet during the school year to target one unit at a time and discuss how skills are being taught.

Aug 31, 2020 to Sep 30, 2020 - Principal, Assistant Principal, Teachers, LLT, ELPT.

Provide time for teachers to meet to review curriculum and materials to identify gaps in standards not being addressed across grade levels and standards that are being overly addressed.

Aug 31, 2020 to Jun 10, 2022 - Principal, Assistant Principal, Teachers, LLT, ELPT.

Grade levels identify additional standards to address (stretch skills) via working with other grade levels.

Aug 31, 2020 to Jun 10, 2022 - Principal, Assistant Principal, Teachers, LLT, ELPT.

(Due to Covid-19) Grade levels review the EOY curriculum documents addressing which skills were not addressed during the 19-20 school closing and plan how to implement them in the beginning of the year.

Jul 01, 2020 to Aug 30, 2020 - Principal, Assistant Principal, Teachers, LLT, ELPT.

Develop a process to look at how student work progresses vertically to analyze if tasks are appropriate to the grade level and standards.

Jan 04, 2021 to Jun 10, 2022 - Principal, Assistant Principal, Teachers, LLT, ELPT.

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 we review the EOY Data from NWEA for grades K-8. We examine how the data aligns to the Common Core State Standards and what adjustments need to be made to the curriculum. The teachers will revise units as needed based on what the data informs us.

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

Each year we review the EOY Data from NWEA for grades K-8 and along with the CIWP identify the focus areas we will work on as a staff to improve academic achievement for all students to meet proficient and advanced levels of academic achievement.

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.

At Cardenas we have teacher-developed units aligned to the Common Core State Standards, Illinois Learning Standards for Social Sciences, and Next Generation Science Standards. The core academic program utilizes best practices that meet the needs of General Program Students, English Learners, and Diverse Learners.

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 Cardenas we have teachers and staff that not only focus on the academic needs of students but also the social-emotional needs. We have a partnership with Communities in Schools to provide extra social work and counseling for students in need of help. We have successfully implemented the Success Bound curriculum for our 6th-8th grade students to help with college and career readiness. Teachers utilize a combination of whole-group and small-group instruction to meet the needs of all students.

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

When in need of teachers we post positions as does every other school. When we interview teachers we ensure that the candidate is not only a match with Cardenas as an instructor but also with their personal values. We have teachers spend time at the school if possible and ask questions of current staff members. Our positive culture and community is something that attracts teachers to Cardenas School.

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.

Our professional development focuses on building relationships with students and best practices to use in the classroom. We have worked with outside vendors such as the Flippen Group to provide SEL professional development. This year we have started utilizing our teachers as professional development providers so that staff members can learn best practices from each other.

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

Our parent handbook outlines how parents can be actively involved in school. Cardenas has 2 parent meetings per month with about 40-50 parents who attend. Some of the topics are educational help topics, others are life topics that the parents are interested in.

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.

The majority of our Pre-K students attend Kindergarten at Cardenas. The Pre-K teachers have based their instructional units off of what students need to be successful at the beginning of Kindergarten. There is a smooth transition from Pre-K to Kindergarten because they are both full day programs and the families are familiar with the school.

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.

Each year the teachers are provided with the assessment plan for the following school year. The teachers on the Professional Problems Committee discuss the assessment plan and then share that information with the staff. The teachers then vote on the plan.

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.

We follow the academic MTSS process. There is an MTSS Team that works with the administration and teachers to identify which students (using NWEA and classroom data) need additional support. Teachers develop interventions to use with students and track the intervention data. If a student continues to struggle after the implementation of interventions then that student may be eligible for a case study to determine if he/she needs and Individual Education Plan (IEP).

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.

We work with the different departments within CPS and agencies in the City of Chicago to provide any applicable services. We partner with the alderman's office and community based organizations such as Enlace and Community in Schools to provide support for any students needing assistance. Many of our parent meetings focus on different means parents can get help for themselves or for their children.

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 are surveyed during the year asking for their input on all aspects of the school. In addition the information from the my school, my voice surveys are
used to gauge what the parents think work well and what needs improvement.

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

School administration develops a calendar of bi-monthly meetings for parents in which the PAC meets. Flyers and calendars are sent to parents informing
the parents of the meetings. The parent coordinator keeps track of parent attendance and provides incentives for parents who attend each meeting. The
date for the Title I informational Meeting and Title I PAC Organizational Meeting is 9/23/20.

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 administration and parents will work together to ensure all parents have opportunities to contribute to the progress of the
school through meetings, discussions, surveys, and any other means needed. Parents always are able to provide input with suggestions for meetings and family events.

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.

When the school receives the parent report for the Illinois Assessment of Readiness exam those reports will be distributed to the parents.

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.

We currently do not have any teachers who are not "highly qualified." If that were to take place a letter from the school would be sent home to the parents
explaining the situation and the action steps to resolve the situation.

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.

Parent meetings are held discussing curriculum standards, state, and local assessments. In addition, printed material in English and Spanish are sent home
providing information regarding the local and state assessments.

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.

Parent meetings, handouts, workshops all held to help parents assist and work with their children.

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 professional development sessions all topics include parent involvement and communication. Training is provided to teachers on how to effectively
communicate with parents.

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.

The school administration ensures through monitoring that all programs are cohesive and work to stimulate student achievement and improvement.

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

All flyers and information for parents is sent home in English and Spanish. All flyers and information has the school identifying information of address and
phone so parents know the flyer comes from the school. Flyers for teachers to send home are hand delivered to teachers to distribute so the information is
sent in a timely manner.

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.)   At C?rdenas we maintain high expectations for all members of the school community (students, parents, and staff). As educators we lay the foundation for   college, career, and life readiness. We empower students to be problem-solvers and critical thinkers. We strive to provide a rigorous and differentiated   educational experience for all students. Every child will have an equal opportunity to be educated in a safe, inclusive, and positive environment.
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-teacher conferences are held after the 1st and 3rd quarter. There are also parent-teacher conferences held at anytime at the request of the   teacher or the parent.
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 during the 5th week of each quarter. In addition teachers call and write parents when there are concerns or questions about   student progress.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.   Staff are accessible to parents everyday during their preparation periods, after school, or by appointment.
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.   Any parent can volunteer in a classroom or the school. Parents wishing to volunteer must complete the Chicago Public Schools Volunteer Process.

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

Parents are expected to assist their children with homework, ensure their children are ready and prepared for school, and monitor academic and social
progress of their child.

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 able to participate in decision making through being on the LSC, BAC, PAC, and through discussions during parent meetings. In regards to
decisions about individual students, parents work with the school administration and parents to make decisions that best serve the child.

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 are provided with quarterly and yearly incentives for perfect attendance. Teachers and administrators frequently discuss with students the
importance of student responsibility in regards to improving academic achievement.

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.

There will be monthly parent meetings to support the needs of parents. Meetings will focus on helping with academics and other self-help topics for parents
such as diabetes, immigration, etc... There will also be field trips to parent university. The parent coordinator will work with the FACE department to identify
other opportunities for parents.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$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.	$3895.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1864.00
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)	$1700.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear 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