

LaSalle II Magnet Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Lauren Albani	Principal	laalbani@cps.edu	Has access
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Tiffany Wilson	Parent- LSC President	tiffdaone@aol.com	No Access
Taylor Muzzy	Parent- PTO President	taylormuzzy@gmail.com	No Access
Karen Morris	Parent- Diversity and Inclusion Committee Member	kmorris@saic.edu	No Access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 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)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** GLOWS: Consistently high expectations Accountability (both students and teachers) Shared vision Communication (Flier, GLMs, classroom webpages, Google docs) GROWS: Create structures and systems coaching and mentoring
- 4 - Structure for Continuous Improvement
 - 4 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
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** GLOW- Consistent focus on the cycle of inquiry for improvement; Physical surrounding is positive; Professional learning to achieve schoolwide

improvement goals GROW- Move towards teacher teams initiative and leading team meetings GROW-

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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 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:** GLOW: integration of SEL into curriculum; teachers have access to high-quality resources GROW: 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
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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)
 - **Evidence:** GLOWS: Reflection and flexibility; Communication and sharing ideas; Co Teaching has been successful; Increase use of student voice; student-centered lessons; Opportunities for student to student work (i.e. use of Kagan strategies); Student accountability; Executive functioning; Special Education instruction GROWS: Equity and access; Continue to improve on special education instruction; Transfer students struggle to access curriculum- need to provide more support; Transfer students struggle to access language program
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- 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
- 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 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
- 3 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:** GLOWS: Variety of assessments Reflection on data GROWS: Equity and access
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 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)

- 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)
- 4 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)
- 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)
- 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)
- 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)
- 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:** GLOWS: We now have a system in place for MTSS and some guidance around identifying students and progress monitoring. GROWS: Still difficult to implement with fidelity without support of an additional staff member to provide interventions.
- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum

- 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
- **Evidence:** GLOWS: Doing better vertically aligning soft skills such as organization; Access is good (college day, career week, Clemente, high school fair (highest attendance year yet); Counselor meets 1-1 with 8th grade students and will meet with parents to assist with high school planning; Visiting former students always share how prepared L2 makes them for HS; Systems in place to monitor student performance and ensure they are on track; Summer kindergarten assessment; Back to School Night: specials teachers took the students so parents could meet with Kindergarten teachers GROWS: Staff should formally seek out opinions from former students; Provide better supports for students who transfer in; Continue to improve on the monitoring system

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 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:** GLOWS: SEL common topics/language/practices to open conversations; SEL bulletin board; Developing relationships GROWS: Developing relationships with ALL students
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 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:** GLOWS: Student Council; Establishment of SVC; after-school activities; sports programs; language trips; Nat Geo project GROWS: SVC; better access for low-income families; increase of after-school tutoring, service projects,
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- **Evidence:** GLOWS: Buddy classroom; restorative approach; behavior reflection sheet; flow of information GROWS: JCC Lunch & Recess;
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** GLOWS: SEL themes; Reflection sheets; buddy system; voice levels; more buy-in; more preemptive strategies GROWS: Parent education of restorative approaches
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 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
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** GLOWS: Opportunities for parent involvement; high levels of communication; New D&I committee; parents go to teachers first; strong PTO GROWS: Better access for parents- videos, podcasts; streaming volunteer process; expanding who is participating; engaging new parents

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	4
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	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	Equity lens needs to be applied to all aspect of school decision making
Root Cause 1	Equity lens has not been prioritized by admin prior to this school year
Area of Critical Need 2	EL and DL students have lower growth and attainment in both reading and math
Root Cause 2	Lack of knowledge of teachers in regards to specific strategies for these students while in Gen Ed classes

Area of Critical Need 3	MTSS continues to be a struggle to implement
Root Cause 3	MTSS system is too confusing for teachers to implement
Area of Critical Need 4	Continued focus on implementation of SBG
Root Cause 4	Need to continue to create time for teachers to meet together

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: % of Students Making Sufficient Annual Progress on ACCESS We are consistently underperforming in this area. If we focus on improving our EL instructional strategies, this should improve student performance. Additionally, there is a large crossover of EL students who are also DL who would benefit from these strategies	EL		20.00	30.00
	Students with IEPs		25.00	35.00
Vision: NWEA Attainment G2-8 (Reading) We need to improve our Tier 2 and Tier 3 interventions to improve student attainment. Specifically, we need to focus on our African American male population because they are the lowest performing subgroup by race and also are the highest population of students referred for MTSS.	Overall		90.00	92.00
	African American Male		75.00	80.00
Vision: NWEA Attainment G2-8 (Math) We need to improve our Tier 2 and Tier 3 interventions to improve student attainment. Specifically, we also need to focus on our African American male population because they are the lowest performing subgroup by race and also are the highest population of students referred for MTSS.	Overall		89.00	91.00
	African American Male		75.00	80.00
(Blank)				
(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 To improve in the area of academic personalism. We chose this because we are consistently low in this area and improvement in this area will positively impact our academic outcomes and personal student-teacher connections.				20.00	32.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	consistently implement EL strategies and support
Then we see...	more students engaged in learning grade level content
which leads to...	increased student growth on the NWEA.
Budget Description	In order to implement this strategy, we need additional professional development time with teachers. We also need to know if our .5 EL position will continue to be funded.
Tags	OLCE
Action steps	<ul style="list-style-type: none"> (Not started) Create awareness for the need for targeted strategies and supports for EL students Tags:OLCE (Not started) Provide teacher training for best practices during grade level meetings Tags:OLCE (Not started) Schedule collaboration between classroom teachers to discuss EL strategies and implementation

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Schedule collaboration between classroom teachers and EL coordinator to discuss EL strategies and implementation <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Model effective EL strategies for teachers in the classroom <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Consistently implement EL strategies in the classroom <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Monitor implementation of EL strategies in the classroom <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Analyze NWEA and ACCESS scores to determine growth of EL students <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Host parent workshop to present EL strategies and data <p>Tags:</p>
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Strategy 2

If we do...	implement MTSS instructional interventions, with fidelity, in grades K-3
Then we see...	student vertical movement through the tiers (3, 2, 1) and exiting MTSS
which leads to...	an increase in specific student attainment on NWEA reading and math
Budget Description	In order to implement MTSS with fidelity, there needs to be a dedicated person focused on implementing MTSS with students and supporting teachers with their implementation.
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Identify who is responsible for interventions before school starts <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Examine interventions being used and choose most effective to use school wide when possible <p>Tags:MTSS</p> <ul style="list-style-type: none"> • (Not started) Create MTSS schedule (including calendar of progress monitoring dates) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Train teachers on the menu of MTSS interventions <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Identify students who are in need of Tier 2 and 3 interventions <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Strengthen tier 1 supports already in place - utilize time and personnel currently available in a more effective way (i.e. study hall, auxiliary push-in, etc.) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Periodic check-in with teachers on implementation and effectiveness of MTSS <p>Tags:</p>
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Strategy 3

If we do...	an assessment of multiculturalism, inclusion and diversity to identify areas of need
Then we see...	a school culture that prioritizes a focus on equity
which leads to...	increased academic outcomes for all students in our subgroups by race.
Budget Description	We will need to prioritize funding to continue our partnership with Single Story.
Tags	Equity: Inclusive Partnerships
Action steps	<ul style="list-style-type: none"> • (Not started) Administer assessment of multiculturalism, inclusion and diversity to identify areas of need <p>Tags:Equity: Inclusive Partnerships</p>

	<ul style="list-style-type: none"> • (Not started) Review and analyze AMID results and recommendations <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Plan for implementation of recommendations from AMID (this action step will be more detailed after the survey is completed) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Implement recommendations from AMID (will be more defined once we have results of survey) <p>Tags:</p>
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Strategy 4

If we do...	implement MTSS SEL interventions in grades 4-5, with a special emphasis on transfer students
Then we see...	a positive increase in the culture and climate of the school
which leads to...	an increase in student-teacher relational support as reported on the 5 Essentials survey.
Budget Description	In order to implement with fidelity, we need to plan for a bucket to pay teacher's for this additional program.
Tags	OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Meet with small group of 4th and 5th grade transfer student once per week to work on social emotional integration into the school community <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Identify additional non-transfer students from 4th and 5th grades based on SEL needs <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Train identified students to serve as peer mentors <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Assign peer mentors to new students <p>Tags:OSEL: SEL Instruction</p>

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|--|--|
| | <ul style="list-style-type: none">• (Not started) Periodic check-in homeroom teachers on academic and SEL progress of students |
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Tags: OSEL: SEL Instruction

Action Plan

Strategy 1

Create awareness for the need for targeted strategies and supports for EL students

Aug 01, 2020 to Jun 24, 2022 - Administration and EL Coordinator

Provide teacher training for best practices during grade level meetings

Aug 01, 2020 to Jun 24, 2022 - EL Coordinator

Schedule collaboration between classroom teachers to discuss EL strategies and implementation

Aug 01, 2020 to Sep 11, 2020 - Administration

Schedule collaboration between classroom teachers and EL coordinator to discuss EL strategies and implementation

Aug 01, 2020 to Sep 11, 2020 - Administration

Model effective EL strategies for teachers in the classroom

Oct 03, 2020 to Jul 23, 2021 - EL Coordinator

Consistently implement EL strategies in the classroom

Nov 07, 2020 to Jun 24, 2022 - Classroom teachers

Monitor implementation of EL strategies in the classroom

Jan 01, 2021 to Jun 24, 2022 - EL coordinator and administration

Analyze NWEA and ACCESS scores to determine growth of EL students

Jun 01, 2021 to Jun 30, 2021 - classroom teachers and EL Coordinator

Host parent workshop to present EL strategies and data

Jun 01, 2021 to Jun 30, 2021 - EL Coordinator

Strategy 2

Identify who is responsible for interventions before school starts

Jul 01, 2020 to Jul 31, 2020 - administration

Examine interventions being used and choose most effective to use school wide when possible

Sep 01, 2020 to Oct 30, 2020 - ILT

Create MTSS schedule (including calendar of progress monitoring dates)

Aug 01, 2020 to Aug 31, 2020 - Administration

Train teachers on the menu of MTSS interventions

Nov 05, 2021 to Dec 31, 2021 - ILT

Identify students who are in need of Tier 2 and 3 interventions

Sep 01, 2021 to Oct 31, 2021 - ILT

Strengthen tier 1 supports already in place - utilize time and personnel currently available in a more effective way (i.e. study hall, auxiliary push-in, etc.)

Aug 01, 2021 to Dec 31, 2021 - ILT

Periodic check-in with teachers on implementation and effectiveness of MTSS

Jan 01, 2022 to Jun 30, 2023 - Administration

Strategy 3

Administer assessment of multiculturalism, inclusion and diversity to identify areas of need

Sep 07, 2020 to Oct 30, 2020 - Single Story

Review and analyze AMID results and recommendations

Nov 01, 2020 to Nov 30, 2020 - Staff and LSC

Plan for implementation of recommendations from AMID (this action step will be more detailed after the survey is completed)

Dec 01, 2020 to Dec 31, 2020 - ILT

Implement recommendations from AMID (will be more defined once we have results of survey)

Jan 01, 2021 to Jun 30, 2022 - All staff

Strategy 4

Meet with small group of 4th and 5th grade transfer student once per week to work on social emotional integration into the school community

Sep 07, 2020 to Jun 30, 2022 - Teachers

Identify additional non-transfer students from 4th and 5th grades based on SEL needs

Sep 07, 2020 to Oct 16, 2020 - Teachers

Train identified students to serve as peer mentors

Sep 07, 2020 to Oct 16, 2020 - Teachers

Assign peer mentors to new students

Oct 19, 2020 to Oct 23, 2020 - Teachers

Periodic check-in homeroom teachers on academic and SEL progress of students

Sep 07, 2020 to Jun 24, 2022 - Teachers

Fund Compliance

ESSA Program

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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.

[X]

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

School does not receive Title I Funding.

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 does not receive Title I Funding.

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.

School does not receive Title I Funding, so there is no PAC.

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.

School does not receive Title I Funding but the school distributes the individual results of the State 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.

School does not receive Title I Funding but the school does not hire teachers who are not considered "highly qualified"

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.

School does not receive Title I Funding.

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.

School does not receive Title I Funding but the school has an active PTO and hosts monthly parent educational sessions.

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.

School does not receive Title I Funding but there are monthly parent educational presentations on a variety of topics.

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.

School does not receive Title I Funding

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

School does not receive Title I Funding but the school has many translators available to help overcome language barriers.

Policy Implementation Activities

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

<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>

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

<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.)

School does not receive Title I Funding but LaSalle II will provide a rigorous and challenging elementary school education to students in grades pre-k through 8. Acquisition of a second language will be a special component of the school's educational program. Students will also learn the history and culture of the nations where the language is spoken.

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.

School does not receive Title I Funding but we hold two official parent-teacher conference dates when no school is in session. We are transitioning to student-led conferences on those days. More informal teacher-parent conferences occur throughout the school year

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

School does not receive Title I Funding but the school provides 5 week Progress Reports as well as a Report Card at the end of each quarter. Additionally, all parents have been given access to Parent Portal and can check on academic progress at any time.

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

School does not receive Title I Funding but the staff responds to emails within 48 hours and will meet with parents on an as-needed basis.

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.

School does not receive Title I Funding but the classrooms are always open for parent observations. We have a school observation request form. Additionally, we have a Room Parent for each classroom that helps to organize volunteer opportunities. Parents are invited to chaperone field trips. There is an active PTO that helps to engage parents in the school. The school also provides assistance to parents to complete the volunteer application.

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

School does not receive Title I Funding but all parents have access to the Parent Portal which helps them to monitor their child's progress in school.

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

School does not receive Title I Funding but parents are invited to participate in the LSC and PTO meetings, as well in conferences with teachers and administration.

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).

School does not receive Title I Funding but there is a school wide focus on student accountability in which students are working to take ownership of their learning by reflecting on the actions they take by setting and evaluating goals.

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.

School does not receive Title I Funding.

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$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

