

Richard Henry Lee Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Lisa Epstein	Principal	Laepstein@cps.edu	Has access
Michelle Reyes	Dean of students	mlreyes2@cps.edu	No Access
Mary Farrell	Personalized Learning Director	mffarell@cps.edu	Has access
Vanessa Diaz	K-2 Coach	vndiaz@cps.edu	Has access
Silvia Karim	ELPT	Skarim@cps.edu	Has access
Alicia Tamas	Tech Co	atamas@cps.edu	No Access
Peggy O'Connor	Primary Teacher	meoconnor1@cps.edu	No Access
Karina Garcia	Intermediate Teacher	kgarcia181@cps.edu	No Access
Carl Stalla	Math/Middle School Teacher	cgstalla@cps.edu	No Access
Donna Law	Paraprofessional	dlaw@cps.edu	No Access
Julie McDermott	Diverse Learner Teacher	jmperminas@cps.edu	No Access
Sheila O'Connor	Case Manager	saoconnor@cps.edu	No Access
Claudia Hernandez	LSC		No Access
Nicole Mulcrone	Science/Middle School	nacatinella@cps.edu	No Access
Kathleen Bourrett	LSC/ELA middle School	kabourrett@cps.edu	No Access
Lisa Krueger	Tech Co	lmkrueger@cps.edu	No Access
Kai Murray	Assistant Principal	Klmurray@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/31/2020	CIWP Team	SEF
02/07/2020	CIWP Team	Deep dive in metrics, identified goals, and strategies
02/18/2020	CIWP Team	Review metrics, goals, and strategies
02/28/2020	Admin Team/ILT Team	Review goals and strategies
03/02/2020	All Staff/community	Goals/Strategies development
04/03/2020	Admin/CIWP	Priorities/Strategies
04/16/2020	GLT	Strategies/Priorities
04/20/2020	ILT	Selection of strategies aligned to instruction/Personalized Learning
04/21/2020	Admin	Reviewed All components of CIWP
04/23/2020	Admin	Review goals & strategies with Consultant
04/24/2020	Admin	Review/Edit strategies and tags
04/27/2020	CIWP Team	Final Review of CIWP
04/28/2020	GLT (all staff)	Final Review/Edit of CIWP
05/11/2020	Approval of CIWP/Budget with LSC	LSC budget and ciwp approval

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
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** The Lee School Vision and Mission are communicated in both English and Spanish via our school website, social media account, monthly calendar, school handbooks, student agendas and displayed throughout the halls in all of our buildings in common areas. The school ILT is made up of staff that comprises all areas of expertise; the team meets bi-monthly. ILT members ensure two-way communication with staff to ensure the implementation of our school's vision and mission. Shared accountability for implementing the shared vision is delegated to school teams (admin, grade, vertical, DL, EL, culture and climate, etc). All teachers develop personal growth goals, goals with their classes and grade level goals for both academics and attendance quarterly. These goals are reviewed during goal setting meetings with administration. Administration promotes and supports professional growth and provides teachers opportunities to attend local, national conferences/workshops. Staff also participate in school learning walks locally and nationally, then share their learning with colleagues. Based on the 2018-2019 Five Essentials Report Lee Elementary is considered well-organized. According to the survey, Effective Leaders is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all teachers collaborate to promote professional growth and are active partners in the improvement of the school.
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Lee's ILT is characterized by having a consistent structure for leadership that is focused on creating and implementing the theories of action that

improves teaching and learning. ILT is a productive forum that works collaboratively to identify academic and social challenges, collect and review evidence, exchange ideas and propose, and implement solutions to challenges that inspire overall school improvement. The ILT is made up of all relevant specialties, content areas and programs. Agendas, norms and protocols have been established to keep meetings focused on outcomes for school improvement. ILT participates in school visits and peer visits to learn best practices and share with the staff. Based on the 2019-2020 Five Essentials Report Lee Elementary is considered well-organized. Effective leaders according to the survey is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all teachers collaborate to promote professional growth and are active in the improvement of the school.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - 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
 - 2 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:** Based on the 2010-2020 School Quality Rating (SQRP) Lee is in good standing and achieved Level 1 status, NWEA Reading growth 70th percentile taking a slight dip, NWEA Math Growth 68th percentile (a big dip from previous years), NWEA Reading 67th percentile in attainment (increase), NWEA Math 78th (increase) in attainment. Curricular expectations are clearly communicated to all stakeholders via school handbook and weekly communication. Instructional units are being redesigned and aligned using backwards design (UBD), CCSS, REACH framework, and personalized learning methods. The components of our instructional plans include: Descriptions of students, unit description, unit goals, pacing/structure/length, enduring understandings, essential questions, pre-requisites for learning, standards, relationship among topics and concepts, possible misconceptions, assessments (screening, diagnostic, self-peer, formative and summative), text, resources, technology integration, vocabulary/foundational skills, learning tasks ranging from DOK, gradual release of responsibility, accommodations for EL, accommodations and modifications for DL's & parent/field connections. After school collaborations allow for additional teacher collaboration. Teachers participate in both local and national school visits to learn and share best practices and ultimately align curriculum to a personalized learning model. Based on the 2019 Five Essentials Report, Lee Elementary is considered well-organized. Effective leaders, according to the survey, is considered strong on the 2019 Five Essentials Report also indicates that people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all

teachers collaborate to promote professional growth and are active in the improvement of the school.

- 2 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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:** Based on the 2019-2010 School Quality Rating Report (SQRP), Lee is in good standing and achieved Level 1 status with NWEA Reading Growth 70th percentile, NWEA Math Growth 68th percentile, NWEA Reading Attainment 67th percentile, NWEA Math Attainment 78th percentile. Teachers collaborate to design instructional plans. Essential Understandings and Essential Questions are posted daily along with the standard based learning objectives including the what, why, & how of learning. Cycles of continuous improvement have developed teacher's capacity in Collaborative Conversations, Close Reading, MTSS practices have been established to provide tiered instructional for all students. Push-in and pull-out services are provided for students identified in tier 2 & 3. The components of instructional plans include: description of students, unit description, unit goals, pacing/structure/length, enduring understandings, essential questions, pre-requisites for learning, standards, relationship among topics and concepts, possible misconceptions, assessments (screening, diagnostic, self/peer, formative, & summative), text, resources, technology integration, vocabulary/foundational skills, learning tasks ranging in DOK, gradual release of responsibility, accommodations for ELs, accommodations and modifications for DLs, and parent/field connection. Instructional materials are utilized to increase access to grade level content and alternative pathways (e.g. IXL, Lexia, Think Through Math etc.) Data from running records and online programs are analyzed to inform instructional decisions. Students are offered opportunities to re-do tasks and re-take assessments to demonstrate mastery of standards and cognitive skills. Based on the 2019-2010 Five Essentials Report, Lee Elementary is considered well-organized. According to the survey, Effective Leaders is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all teachers collaborate to promote professional growth and are active partners in the improvement of the school. Based on the 2019-2020 Five Essential Report Lee Elementary is considered well-organized. Ambitious Instruction is considered strong indicating classes are challenging and engaging.
- 3 - Balanced Assessment and Grading
 - 2 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
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Based on the 2019-2010 School Quality Rating Report (SQRP), Lee is in good standing and achieved Level 1 status with NWEA Reading Growth 70th percentile, NWEA Math Growth 68th percentile, NWEA Reading Attainment 67th percentile, NWEA Math Attainment 78th percentile. Teachers collaborate to design instructional plans. Essential Understandings and Essential Questions are posted daily along with the standard based learning objectives including the what, why, & how of learning. Cycles of continuous improvement have developed teacher's capacity in Collaborative Conversations, Close Reading, MTSS practices have been established to provide tiered instructional for all students. Push-in and pull-out services are provided for students identified in tier 2 & 3. The components of instructional plans include: description of students, unit description, unit goals, pacing/structure/length, enduring understandings, essential questions, pre-requisites for learning, standards, relationship among topics and concepts, possible misconceptions, assessments (screening, diagnostic, self/peer, formative, & summative), text, resources, technology integration, vocabulary/foundational skills, learning tasks ranging in DOK, gradual release of responsibility, accommodations for ELs, accommodations and modifications for DLs, and parent/field connection. Instructional materials are utilized to increase access to grade level content and alternative pathways (e.g. IXL, Lexia, Think Through Math etc.) Data from running records and online programs are analyzed to inform instructional decisions. Students are offered opportunities to re-do tasks and re-take assessments to demonstrate mastery of standards and cognitive skills. Based on the 2019-2010 Five Essentials Report, Lee Elementary is considered well-organized. According to the survey, Effective Leaders is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all teachers collaborate to promote professional growth and are active partners in the improvement of the school. Based on the 2019-2020 Five Essential Report Lee Elementary is considered well-organized. Ambitious Instruction is considered strong indicating classes are challenging and engaging.
- 3 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 4 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)
- 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 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)
- 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)
- 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)
- 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)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 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)
- 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)
- 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)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- **Evidence:** Lee School is in the initial stages of full implementation of MTSS. The MTSS Coach, Dean of Students, and Literacy Coach support classroom teachers in providing tiered instructions for all students both academically and socially. Teachers conduct surveys at the beginning of year to identify students' preferred learning styles. Data is meant to be used to inform instructional plans and adapt instruction to include student choice and interests. Teachers are shifting instruction to provide personalized learning opportunities and differentiated learning centers/stations. Attendance plans, goals, and incentives have been established. Students of the month are celebrated for their academics, attendance, and behavior. Home visits are done for those with low attendance rate by security and administration. Staff collaborates with MTSS Coach to design Personal Learning Plans (PLP) to address attendance and academic concerns using 5-week data to inform action plans. At risk students are identified and provided intervention opportunities after-school. Students identified as needing Tier 2 & 3 instructional services are identified using problem-solving processes and provided supplemental instruction and progress monitored by interventionists. Parents and/or guardians are kept informed of their child's progress or lack thereof via off-track notices, progress reports, data/parent-teacher conferences and report cards. Based on the 2019-2020 School Quality Rating Report (SQRP), Lee is in good standing and achieved Level 1 status. NWEA Reading Growth 70th percentile, NWEA Math Growth 68th percentile, NWEA Reading Attainment 67th percentile, NWEA Math Attainment 78th percentile.
- 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum

- 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:** The administration designs College & Career Readiness Plans which outline the roles and responsibilities of all stakeholders (admin, staff, students, and families) and promotes higher education opportunities and life-long learning. Transition plans exist for students in need (kindergarten, 8th grade, PLPs, ELs, etc.) The administration designs targeted after school programs based on data and provide enrichment and intervention opportunities to assist in closing the achievement gap while challenging higher performing students. Administration also offers an array of after school programs based on students' interests. Teachers engage parents and students in quarterly data talks to design action plans to improve instruction and increase student achievement. Adult mentors also meet weekly with students to set goals, identify potential future career pathways, and create plans to improve both academic and social emotional achievement. Partnerships further support implementation of school goals and provide outreach services to families e.g. Community Schools Initiative, Communities in Schools of Chicago, Urban Initiatives, Urban Gateways, Daley College, St. Xavier University, South West Organizing Project (SWOP), Latino Organization of the Southwest, LEAP Innovations and Summit Learning, and the J at school etc. Effectiveness of partnerships are assessed via attendance reports, pre and post assessments, and NWEA results, etc.

Quality and Character of School Life

- 4 - Relational Trust
 - 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)
 - 4 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:** Based on the 2019-2020 Five Essentials Report Lee Elementary is considered well-organized. Effective leaders according to the survey is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all teachers collaborate to promote professional growth and are active partners in the school improvement of the school. Based on the 2019-2020 Five Essential Report Lee Elementary is considered well-organized. Check-in system exists for PLP students and Tier 2 & Tier 3 SEL students. Positive behaviors expectations are posted in all common areas of the school. Teacher and students develop annual contract to communicate the expectations of the year and consequences for failing to meet standards. All teachers implement Being Uniquely Great (B.U.G.) school-wide incentive system. SEL curriculum (PATHS), 8th grade community service, character trait of the month have been established to promote positive behaviors. Hispanic Heritage, Black History Month, and units are focused on social studies topics and are culturally relevant. ILT, GLM, and vertical collaboration meetings are lead by teachers and respectful discussions occur. Mentors are provided for new teachers, teachers who switch grade/content areas, and teachers who need additional support. Teacher

leaders deliver profession development to colleagues. All students in 6-8 Grades are assigned a mentor that meet weekly with them to set goals, reflect on learning, and create learning plans.

- 1 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 1 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 1 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
 - 1 Experience a schoolwide civics culture
 - **Evidence:** Based on the 2019-2020 Five Essential Report Lee Elementary is considered well-organized. Supportive Environment is considered Neutral indicating the school works collaboratively to provide a safe, demanding, and supportive environment. All 6-8 grade teachers are using Personalized Learning methods to increase student voice and engagement. Teachers participate in regular Personalized Learning PD to increase the cognitive demand on students, engagement, and motivation. After school enrichment and intervention opportunities are offered via CSI Programs, Urban Initiatives, Urban Gateways, etc. Positive contributions to the community include: St. Baldrick's, JDRF, Misericordia, etc.
- 4 - 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:** Based on the 2019-2010 Five Essential Report Lee Elementary is considered well-organized. Supportive Environment is considered Neutral and an area of growth. Other areas of growth include Academic Professionalism and Safety. Social Emotional Learning (SEL) curriculum is implemented in grades K-6 (PATHS). A bully box is utilized to allow students to report incidents anonymously. The school's Dean of Students is the contact person which is responsible for streamlining discipline practices. Dean of students is accessible and has established respectful relationships with staff, students, and families. School-wide behavioral expectations are posted in common areas. Staff members support restorative practices and a positive approach to discipline is implemented. The school counselor provides push-in and pull-out SEL services via peace circles and restorative conversations. Supervision of students at arrival, dismissal, and during lunch and recess is a priority. The CPS Framework for Teaching require all teacher to manage student behavior in a way that is respectful and reinforce positive behaviors. School wide behavior expectations are posted across hallways and in classrooms across the school. Classrooms have established norms and expectations for behavior during instructional time.
- 3 - Supportive and Equitable Approaches to Discipline

- 3 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:** Based on the 2019-2020 Five Essential Report Lee Elementary is considered well-organized. However, the areas growth include Supportive Environment, Academic Personalism and Safety. The school's Dean of Students is responsible for streamlining discipline practices and ensure clear lines of communication with administration, staff, students, and families. Lee School has established a Culture & Climate committee who meets quarterly to address the SEL needs of staff, students, and families. The committee is responsible for the successful implementation of school-wide incentives that reinforce positive behaviors e.g. B.U.G. School-wide behavioral expectations are posted in common areas. Staff members support restorative practices and a positive approach to discipline is implemented. Social Emotional Learning (SEL) curriculum is implemented in grades K-6 (PATHS). Staff uses de-escalation approaches & least restrictive responses when addressing behavioral and social-emotional challenges. A bully box is utilized to allow students to report incidents anonymously. The school counselor provides push-in and pull-out SEL service via peace circles and restorative conversations. Students are required to complete self-reflections when addressing behaviors/SEL concerns. Parent conferences are held as needed to address concerns and include them as partners in the decision making process. Misconduct data is analyzed to inform school improvement efforts. We also won a grant for RP and have an active team of five providing staff PD. We have the Illinois SEL standards being implemented quarterly, all staff and students participate. Students and Staff participate in Peace/Circle Time school wide
- 4 - 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)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 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)
 - **Evidence:** Based on the 2015 Five Essential Report Lee Elementary is considered well-organized. Involved Families is considered strong indicating the staff builds

strong external relationships. Staff sees parents as partners in helping students learn, values parent input and participation in advancing the school's mission, and supports efforts to strengthen community resources. School's Motto "LEE is the place to be." Our parent engagement center is readily available to all parents which promotes life-long learning. Parent committees/organizations meet regularly via Monthly Socials, Parent Advisory Committee (PAC), Bilingual Advisory Committee (BAC), Local School Council (LSC), and SWOP Mentors, Parent Volunteers, and Lunch/Recess Monitors.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
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	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	Literacy and Math growth percentile among students with IEPs
Root Cause 1	Reorganization of department and lack of PD to build capacity in all teachers
Area of Critical Need 2	Literacy and Math growth percentile among all students
Root Cause 2	Using student data to modify curriculum to provide tier and instruction to meet the needs of all students
Area of Critical Need 3	Literacy and Math attainment percentile in 2nd grade
Root Cause 3	Lack of early math and literacy skills

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 metric was chosen due to the consistent decline from the 16-17 school year in which we were at the 92%ile to the currently 19-20 school year in which the math growth decrease greatly to to 68%ile. This metric was also chosen because students with IEPs have also shown a great decline from 72%ile in 18-19 SY to the 14%ile in the 19-20.	Overall		71.00	73.00
	Students with IEPs		30.00	33.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) After an analysis of data this metric was chosen due to the consistent decline since the 2016-2017 school year. While minimal decline, it is consistent year	Overall		71.00	73.00
	Students with IEPs		42.00	47.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
after year. Students with IEP's have fluctuated year to year and that is a concern.				
Vision: Attendance Rate	Overall		95.00	96.00
Data was analysis for the past 4 years. 4 years ago the schools attendance was over 95% and each year, it has declined. Lee's IEP subgroup consistently has shown the lowest attendance.	Students with IEPs		93.00	94.00
(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 Goal is to maintain the well-organized status, with intent to increase the supportive environment indicator as it is the lowest of the categories.				99.80	99.90

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we design rigorous authentic standards based curricular units and assessments that offer diverse complex and culturally relevant text and task
-------------	---

Then we see...	Then we will see motivated students engaged in learning that will provide opportunities for feedback that is aligned to college & career readiness while exploring and celebrating their communities, culture and history
which leads to...	which will lead to students (including subgroups EL, DL) being engaged in learning activities and tasks that are connected to the skills needed to thrive in the 21st century world of work. Based on trend data we expect to see the following outcomes during the 2020-2021 school year: 70% of K students meeting learning targets in math and reading, 70% of first grade students meeting learning targets in math and reading, 70% of second grade attaining in reading and math, 80% of 3rd-8th grade students meeting/exceeding growth targets on NWEA MAP - Reading, & 85% of 3rd-8th grade students meeting/exceeding growth targets on NWEA MAP - Math. Additionally, we expect to see a 2% increase annually in the percentage of students meeting/exceeding on NWEA Reading & Math, 2% reduction of misconducts according to Dashboard Metrics, and an overall increase in attendance during the 2020 and 2021 school years.
Budget Description	Consultant, Extended day buckets for curriculum development, instructional materials, professional development, subs
Tags	Curriculum, CBE: SEL Integration, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) During the 1st Month of the FY2021 school year teachers will create a high-level, year-long scope and sequence, identifying which standards are being taught in which quarter and in what order for all subjects. Tags:Curriculum • (Not started) Teachers will use scope and sequence to divide standards into at minimum 3 to 5 week units and then teachers will use a protocol identifying what standards are recursive and what standards have been missed to revise their plan within the first 6 weeks of the FY2021 school year. Tags:Curriculum • (Not started) Admin and Teachers will participate quarterly in professional development with Lead180 coach to learn how to utilize the Instructional Planning Toolkit to build unit plans aligned to their curriculum map during the FY2021 school year. Tags:Structure for Continuous Improvement • (Not started) During the SY2021 school year teachers will create a minimum of two, five week rigorous units incorporating culturally relevant content and materials (Authentic Learning) per quarter that aligned to their curriculum map which will include the following non-negotiable: essential questions, standards, DOK rigor (Instructional task/strategy), academic vocabulary, learning targets/outcomes, unit assessments (formative/summative), WIDA standards/EL strategies, DL accommodations, SEL (5 Illinois SEL Standards), intervention and enrichment activities, and resources/materials.

	<p>Tags:Curriculum, MTSS, CBE: SEL Integration, ODLSS: Procedures and Standards, OLCE</p> <ul style="list-style-type: none"> (Not started) Lead180 Consultant, ILT and Administration will review and provide feedback of units to teachers quarterly. <p>Tags:Curriculum</p> <ul style="list-style-type: none"> (Not started) ILT will create an assessment protocol and quarterly assess learning materials/curricular units to ensure equitable resources are complex and culturally relevant (celebrating communities, history and culture) to meet the needs of our diverse population. <p>Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p> <ul style="list-style-type: none"> (Not started) Each quarter, during the FY2021 school year, Lead180 coach and teachers will develop unit assessments to ensure that every learning target within the unit is being assessed at the right DOK level to ensure students are receiving timely authentic feedback aligned to standards. <p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> (Not started) Quarterly, teachers will create learning scales and rubrics to provide personalized feedback to students for guidance towards mastery of a task or project within a unit. <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p>
--	--

Strategy 2

If we do...	If we personalize our instructional practices to address students' individual needs: including misunderstandings, advanced needs, accommodations, SEL, and language supports.
Then we see...	we will see students who are actively engaged in meaningful learning experiences that empower them to take ownership of their learning by articulating their interests, strengths and needs.
which leads to...	which will in turn deepen their understanding and lead to the following outcomes during the 2020-2021 school year: 70% of K students meeting learning targets in math and reading, 70% of first grade students meeting learning targets in math and reading, 70% of second grade attaining in reading and math, 80% of 3rd-8th grade students meeting/exceeding growth targets on NWEA MAP - Reading, 85% of 3rd-8th grade students meeting/exceeding growth targets on NWEA MAP - Math. Additionally, we expect to see a 2% increase annually in the percentage of students meeting/exceeding on NWEA Reading & Math, 2% reduction of misconducts according to Dashboard Metrics, and an overall increase in attendance during the 2020 and 2021 school years.
Budget Description	Consultants, extended day bucket, instructional materials, travel, subscriptions, subscriptions, professional development

<p>Tags</p>	<p>Instruction, Assessment: Checkpoint Student Assessment System, CBE: SEL Integration, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OSEL: SEL Instruction, Personalized Learning: Progression Based on Mastery</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) ILT will create student leadership protocols in order to personalize and advance the school culture and climate which will lead to opportunities for all students to take ownership, advocate for self, and use voice and choice in their academic and personal growth towards college and career readiness.</p> <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <p>• (Not started) During the SY2021 school year teachers will create a minimum of two, five week instructional units, per quarter aligned to their curriculum map which will include the following daily non-negotiable: essential questions, standards, DOK rigor (Instructional task/strategy), academic vocabulary, learning targets/outcomes, unit assessments (formative/summative), WIDA standards/EL strategies, DL accommodations, SEL (5 Illinois SEL Standards), intervention and enrichment activities, and resources/materials.</p> <p>Tags:Curriculum</p> <p>• (Not started) Quarterly during GL collaboration teachers will use student data to realign instructional strategies, student tasks, and learning activities to DOK and learning targets/outcomes.</p> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <p>• (Not started) Quarterly ILT members will lead staff through instructional core walks to observe and collect data aligned to implementation of instructional unit plans. The data will be used to identify trends and calibrate action steps to improve areas of growth within the school climate.</p> <p>Tags:Structure for Continuous Improvement</p> <p>• (Not started) During the SY2021 school year, professional development will be personalized to build capacity and meet the individual needs of the Lee Staff. Staff will attend local and national PD including the following: Curriculum development/coaching (Lead180, etc), personalized learning (leap, summit, etc), MTSS, standards, SEL, Rigor, Language, Core subject, assessments, etc.</p> <p>Tags:Structure for Continuous Improvement</p>

	<ul style="list-style-type: none"> • (Not started) During the 2021SY school year, at GLM provide (tiered) monthly/quarterly professional development aligned to the personalized learning framework for all staff to build capacity. <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) During the 2021SY staff will collaborate in an additional hour each week after or before school to plan and prepare weekly instructional strategies using weekly student data <p>Tags:Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> • (Not started) Quarterly staff will participate in school visits locally and/or nationally to identify and implement best practices into their core instruction aligned to the schools mission and vision <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) During SY2021, Lee Staff will personalize learning opportunities for our students by using the learner profile protocol designed by the ILT (tailored learning) which identifies students strengths, interests and needs to co-design instructional pathways (Personalized Learning path), leading to student ownership and self-advocacy (Learner Agency). Weekly students will engage in collaborative learning while having choice and voice in tasks and/or materials. <p>Tags:Personalized Learning: Learner Agency, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> • (Not started) Weekly Coaches, mentors or teachers (Authentic Learning) will conference and progress monitor one-on-one or in small groups (tailored learning) with students to review academic goals, provide feedback, reflect on students self-awareness (using ILT protocol) and continue to build students capacity of self-management skills. In addition teachers, mentors and coaches will lead students bi-weekly in talking circles to build relational skills and discuss culturally relevant and/or controversial issues. (SEL) <p>Tags:CBE: SEL Integration, Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation</p>
--	---

Strategy 3

<p>If we do...</p>	<p>If members of the school community mentor and coach students to persevere academically and socially, exposing them to various relevant and controversial issues, embedding authentic opportunities into our curriculum that includes opportunities to interact with both community and civic leaders and provides decision making opportunities for students to exercise their voice,</p>
--------------------	--

Then we see...	a climate and culture of student leadership where our students demonstrate commitment, honesty, integrity, empathy, creativity, identity and beliefs by contributing to their school, local and global communities
which leads to...	which will lead to students having voice and leadership opportunities in the school allowing them to take ownership and reach their individual academic and social-emotional goals in all core areas in order to prepare students to be college and career ready. Based on trend data we expect to see the following during the 2020-2020 school year. 70% of K students meeting learning targets in math and reading 70% of first grade students meeting learning targets in math and reading, 70% of second grade attaining in reading and math, 80 % of 3rd-8th grade students meeting/exceeding growth targets on NWEA MAP - Reading 85% of 3rd-8th grade students meeting/exceeding growth targets on NWEA MAP - Math. Additionally, we expect to see a 2% increase annually in the percentage of students meeting/exceeding on NWEA Reading & Math, 2% reduction of misconducts according to Dashboard Metrics, and an overall increase in attendance during the 2020 and 2021 school years.
Budget Description	consultants, professional development, buckets, instructional materials
Tags	Curriculum, Instruction, Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) During the first month of school, 6-8 grade students will be assigned a mentor/coach that they will meet with a minimum of 10 minutes per week to set and reflect on learning goals. Tags: Personalized Learning: Tailored Learning/Differentiation • (Not started) Bi-Weekly teachers will lead students in talking/peace circles to discuss culturally relevant and controversial issues, along with identify and beliefs, in order to contribute to the overall climate and culture of the school. Tags: OSEL: Supportive Classroom Environment, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) RP Team will provide professional development quarterly to teachers to support restorative practices throughout the school community. Tags: Structure for Continuous Improvement, Supportive and Equitable Approaches to Discipline, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) The Administration will establish a student PLC that will meet monthly to lead the work associated with creating school wide opportunities that incorporate student voice and leadership. Tags: Student Voice, Engagement, and Civic Life

	<ul style="list-style-type: none"> • (Not started) Quarterly staff will participate in professional development both locally and nationally to build capacity to enhance student voice, leadership, engagement and civic life into school climate and culture. <p>Tags: Structure for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) During the 2nd quarter of SY2021 develop a student leadership program that will mentor and develop middle school students capacity to serve as mentors and coaches to their K-5 grade peers. <p>Tags: Student Voice, Engagement, and Civic Life</p>
--	---

Action Plan

Strategy 1

During the 1st Month of the FY2021 school year teachers will create a high-level, year-long scope and sequence, identifying which standards are being taught in which quarter and in what order for all subjects.

Aug 24, 2020 to Sep 20, 2020 - Teachers

Teachers will use scope and sequence to divide standards into at minimum 3 to 5 week units and then teachers will use a protocol identifying what standards are recursive and what standards have been missed to revise their plan within the first 6 weeks of the FY2021 school year.

Sep 01, 2020 to Oct 01, 2020 - Teachers

Admin and Teachers will participate quarterly in professional development with Lead180 coach to learn how to utilize the Instructional Planning Toolkit to build unit plans aligned to their curriculum map during the FY2021 school year.

Jul 01, 2020 to Jun 30, 2021 - admin and teachers

During the SY2021 school year teachers will create a minimum of two, five week rigorous units incorporating culturally relevant content and materials (Authentic Learning) per quarter that aligned to their curriculum map which will include the following non-negotiable: essential questions, standards, DOK rigor (Instructional task/strategy), academic vocabulary, learning targets/outcomes, unit assessments (formative/summative), WIDA standards/EL strategies, DL accommodations, SEL (5 Illinois SEL Standards), intervention and enrichment activities, and resources/materials.

Aug 31, 2020 to Jun 30, 2021 - Teachers

Lead180 Consultant, ILT and Administration will review and provide feedback of units to teachers quarterly.

Sep 01, 2020 to Jun 30, 2021 - Consultant, ILT, Admin

ILT will create an assessment protocol and quarterly assess learning materials/curricular units to ensure equitable resources are complex and culturally relevant (celebrating communities, history and culture) to meet the needs of our diverse population.

Sep 14, 2020 to May 24, 2021 - ILT

Each quarter, during the FY2021 school year, Lead180 coach and teachers will develop unit assessments to ensure that every learning target within the unit is being assessed at the right DOK level to ensure students are receiving timely authentic feedback aligned to standards.

Oct 01, 2020 to May 10, 2021 - Consultant, Admin, Teachers

Quarterly, teachers will create learning scales and rubrics to provide personalized feedback to students for guidance towards mastery of a task or project within a unit.

Oct 12, 2020 to May 10, 2021 - teachers

Strategy 2

During the SY2021 school year, professional development will be personalized to build capacity and meet the individual needs of the Lee Staff. Staff will attend local and national PD including the following: Curriculum development/coaching (Lead180, etc), personalized learning (leap, summit, etc), MTSS, standards, SEL, Rigor, Language, Core subject, assessments, etc.

Jul 01, 2020 to Jun 30, 2021 - Admin, ILT, GLT

During the SY2021 school year teachers will create a minimum of two, five week instructional units, per quarter aligned to their curriculum map which will include the following daily non-negotiable: essential questions, standards, DOK rigor (Instructional task/strategy), academic vocabulary, learning targets/outcomes, unit assessments (formative/summative), WIDA standards/EL strategies, DL accommodations, SEL (5 Illinois SEL Standards), intervention and enrichment activities, and resources/materials.

Aug 24, 2020 to Apr 19, 2021 - Teachers

Quarterly during GL collaboration teachers will use student data to realign instructional strategies, student tasks, and learning activities to DOK and learning targets/outcomes.

Oct 05, 2020 to May 17, 2021 - Teachers

Quarterly ILT members will lead staff through instructional core walks to observe and collect data aligned to implementation of instructional unit plans. The data will be used to identify trends and calibrate action steps to improve areas of growth within the school climate.

Oct 12, 2020 to May 24, 2021 - ILT

During the 2021SY school year, at GLM provide (tiered) monthly/quarterly professional development aligned to the personalized learning framework for all staff to build capacity.

Oct 05, 2020 to Jun 21, 2021 - Admin, Consultants, GLT

During the 2021SY staff will collaborate in an additional hour each week after or before school to plan and prepare weekly instructional strategies using weekly student data

Sep 14, 2020 to Jun 14, 2021 - Staff

Quarterly staff will participate in school visits locally and/or nationally to identify and implement best practices into their core instruction aligned to the schools mission and vision

Oct 05, 2020 to May 10, 2021 - admin, ILT

ILT will create student leadership protocols in order to personalize and advance the school culture and climate which will lead to opportunities for all students to take ownership, advocate for self, and use voice and choice in their academic and personal growth towards college and career readiness.

Aug 24, 2020 to Oct 19, 2020 - ILT

During SY2021, Lee Staff will personalize learning opportunities for our students by using the learner profile protocol designed by the ILT (tailored learning) which identifies students strengths, interests and needs to co-design instructional pathways (Personalized Learning path), leading to student ownership and self-advocacy (Learner Agency). Weekly students will engage in collaborative learning while having choice and voice in tasks and/or materials.

Sep 14, 2020 to Jun 14, 2021 - Teachers

Weekly Coaches, mentors or teachers (Authentic Learning) will conference and progress monitor one-on-one or in small groups (tailored learning) with students to review academic goals, provide feedback, reflect on students self-awareness (using ILT protocol) and continue to build students capacity of self-management skills. In addition teachers, mentors and coaches will lead students bi-weekly in talking circles to build relational skills and discuss culturally relevant and/or controversial issues. (SEL)

Oct 01, 2020 to Jun 14, 2021 - Coaches, mentors, Teachers, Admin

Strategy 3

During the first month of school, 6-8 grade students will be assigned a mentor/coach that they will meet with a minimum of 10 minutes per week to set and reflect on learning goals.

Sep 01, 2020 to Sep 30, 2020 - Admin

Quarterly staff will participate in professional development both locally and nationally to build capacity to enhance student voice, leadership, engagement and civic life into school climate and culture.

Nov 01, 2020 to May 31, 2021 - Admin, GLT, Teachers, Consultant

During the 2nd quarter of SY2021 develop a student leadership program that will mentor and develop middle school students capacity to serve as mentors and coaches to their K-5 grade peers.

Nov 16, 2020 to Feb 22, 2021 - ILT

RP Team will provide professional development quarterly to teachers to support restorative practices throughout the school community.

Oct 12, 2020 to May 17, 2021 - RP Team

Bi-Weekly teachers will lead students in talking/peace circles to discuss culturally relevant and controversial issues, along with identify and beliefs, in order to contribute to the overall climate and culture of the school.

Oct 01, 2020 to Jun 01, 2021 - Teachers

The Administration will establish a student PLC that will meet monthly to lead the work associated with creating school wide opportunities that incorporate student voice and leadership.

Oct 26, 2020 to Jun 01, 2021 - Admin

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.

Lee's assessment data is analyzed throughout the school year to identify strengths, trends and challenges. All teachers use data regularly to guide their decisions and aligned to instructional best practices.

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

Staff use analyze data in order to design a curriculum that is personalized and differentiated which includes advanced and challenging instruction/materials. These strategies are also aligned to CCSS.

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.

Students at risk are identified at the BOY. Various intervention strategies are implemented: After and before school enrichment/remediation programs, Fountas and Pinnel intervention kits, IXL, TTM, Lexia, guided reading and differentiated instruction.

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).

Technology based intervention programs assist in providing skills for students at risk. Leveled A-Z books are available for all grades to choose materials at the appropriate level. Students are assigned a mentor and instruction is personalized.

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

Positions are advertised for a minimum of ten days, detailing qualifications needed and the most highly qualified person is hired. There is a panel that includes the teachers, assistant principal and various community/parent members.

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.

Lee is focused on on the district priorities and school CIWP goals to build our professional development that is aligned to the CIWP. Staff attends local, state and national professional development.

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

BAC/PAC, LSC and Parent Engagement Center conduct monthly meetings. The principal and assistant principal host parent socials, Various assemblies and community activities happen at least once a month: open house, curricular nights, book fairs, family dances, cultural events. The monthly newsletter, parent board, website, Facebook, twitter and instagram are also used to increase parent involvement.

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.

Parents attend an orientation at the start of the school year in which they are provided with information and expectations for the Pre-School program. There is an open house at the end of the school year to allow for the pre-schoolers to attend regular school programs in order to become 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.

There are weekly GLM as well as ILT that meet to discuss student progress, we have also implement focus groups to engage in next best practices for students.

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.

Students that are identified at being at risk, teachers do a deep dive to analyze data in order to pinpoint areas that need to be addressed thru differentiated teaching strategies.

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.

Parents have access to all workshops that will include such things as violence prevention, bullying, nutrition, housing, etc. We also have a partnership with Daley College. Our partnerships through CSI offer several parenting classes and social, emotional supports. We institute the paths curriculum as well as SEL classes for all students.

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.

Monthly ESSA parent PAC meetings and LSC Meetings parents will provide input and help with the development of programs aligned to meeting their needs. Parents will meet periodically with administration to discuss such goals.

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

The school will hold an open house meeting at the start of the school year to inform all stakeholders of the ESSA Title 1 scheduled meetings for the 2020-2021 school year. The meeting will be held in September of 2020 in order to complete the informational meeting and then the organization.

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 will share dates that are already scheduled. There will be a suggestion box that parents can request opportunities, they will be shared at LSC, BAC and PAC meetings. Parents will be responded to within 48 hours via email, phone or a face to face meeting.

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.

Lee will distribute assessment data to all parents as soon as its made available by the district. It will be distributed in appropriate languages to meet the diverse needs at Lee School

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.

Lee administration will inform parents via written communication if their child is being taught by a "non highly qualified teacher for a least our consecutive weeks".

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.

Workshops and parent meetings will be held to educate parents on how to understand their childs academic progress and how to assist their children with their academic goals and progress: such meetings will be held monthly.

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.

In conjunction with ESSA, the parent PAC and the school will be offering educational support classes to assist parents with such skills as: literacy, math, science, bilingual education, technology, health and SEL.

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.

Lee will survey parents for baseline data at the start of the school year to learn how they can increase partnerships and offer more opportunities for parent involvement. During Opening PD at school and quarterly throughout the year PD will be provided to staff on how to develop and maintain relationships with parents to make them a part of the education program.

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.

Lee school will send communication home regarding all parent activities in the appropriate language in a timely manner.

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.

Information will be sent home in multiple languages to inform parents about school related activities and times in order to inform parent about school related activities and times. The information will be posted on the school website, Facebook page, newsletter, blackboard and calendar.

Policy Implementation Activities

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

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

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

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

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

NA

School-Parent Compact (Complete)

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

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

The mission of Lee: The Lee school community is committed to providing a rigorous and innovative personalized learning experience empowering students to persevere in becoming independent lifelong learners and leaders in the global society.

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.

According to the CPS 2020-2021 school academic calendar Lee will hold parent-teacher conferences in which parents will be able to engage in conversations with their child's teacher regarding academics and SEL.

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

According to the CPS 2020-2021 academic calendar Lee school will send home 5-week progress reports to inform parents of their child's academic needs.

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

Lee school will ensure that teachers are available by appointment to meet with their child's teacher during preparation time.

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.

Lee has an open door policy. All parents are welcome to volunteer in the school as long as they have been approved through CPS. Teacher and administration will pre-approve times. Parent must sign-in and out as well as wear a visitors pass.

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

Parents will be responsible for ensuring their children are presenting school daily and that all homework is signed.

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

Parents will have the opportunity to participate in decision making via the LSC meetings, bilingual and ESSA meetings as the school suggestion box.

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 will make sure that they come to school with a positive attitude and prepared to learn each and everyday

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.

Goals: Overarching goal is to increase student academic achievement through parental involvement; specify your goals

-By keeping parents informed of the standards and educational programs implemented at school (CCSS, NWEA, etc.) parents will be able to support their children's learning at home.

-By encouraging parents to increase their involvement in the school, parents will become more active participants in educational decision making.

-By raising parent awareness on issues in school and the community which affect the health and social emotional learning of students, parents will learn how to create and support safe environments which foster student learning.

September 25, 2020 ? 8:30 am Annual Title I Parents Meeting

September 25, 2020 ? 9:00 am Organizational Meeting

November 6 2020 ? 8:30 am Bi-Monthly PAC Meetings and Workshops (GradeBook, Personalized Learning, and Report Cards)

January 15, 2021 ? 8:30 am Bi-Monthly PAC Meetings and Workshops (Literacy and Math Strategies)

March 5, 2021 ? 8:30 am Bi-Monthly PAC Meeting and Workshops (Strategies to Support English Learners)

May 7, 2021 ? 8:30 am Bi-Monthly PAC Meeting and Workshops (Social Emotional Learning and Parenting Resources)

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.	\$650.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1500.00
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)	\$2200.00
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.	\$1000.00
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 be used only by parents.	\$0.00