

# Abraham Lincoln Elementary School

## 2020-2022 plan summary

### Team

| Name                 | Role                | Email                     | Access     |
|----------------------|---------------------|---------------------------|------------|
| Mark Armendariz      | principal           | mcarmendariz@cps.edu      | Has access |
| Cynthia Gerber       | assistant principal | clgerber@cps.edu          | Has access |
| Maria Ramirez Diaz   | teacher             | mmramirez-diaz@cps.edu    | No Access  |
| Lyla Hasan           | teacher             | lhasan@cps.edu            | No Access  |
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| Lauren Shell         | parent              | lauren@shellfive.com      | No Access  |

### Team Meetings

| Date       | Participants  | Topic   |
|------------|---|---|
| 06/10/2020 | Armendariz, Gerber, Barrow, Kurisinkal, Taylor, Ramirez-Diaz, Hasan, Hayes-Miller, Riley, Shell | What is CIWP? Process? Purpose? Steps needed to complete              |
| 06/12/2020 | Armendariz, Gerber, Kurisinkal, Taylor, Ramirez-Diaz, Moulton, Hayes-Miller, Riley, Shell       | evaluation of SEF and identification of Critical Needs                |
| 06/15/2020 | Armendariz, Hasan, Taylor, Ramirez-Diaz, Hayes-Miller, Shell, Kurisinkal, Moulton, Riley        | review of draft CIWP with input for additions, deletions, and changes |

| Date       | Participants   | Topic   |
|------------|--|---|
| 06/16/2020 | Armendariz, Gerber, Shell, Taylor, Riley, Hasan, Moulton, Hayes-Miller, Kurisinkal | final review of draft CIWP before presentation to LSC for discussion and 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

- 2 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 2 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 3 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 2 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**
- 3 - Instruction
  - 2 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
  - 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
  - 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:**
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 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
  - 1 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
  - 2 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:**
- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 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)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 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)
  - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 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)

- 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)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 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:**
- 2 - Transitions, College & Career Access, & Persistence
  - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 1 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:**

## Quality and Character of School Life

- 3 - Relational Trust

- 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 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:**
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 1 Exercise student voice (REQUIRED: OSEL)
  - 1 Authentically interact with community and civic leaders
  - 1 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 2 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 2 Partner equitably with parents speaking languages other than English
- 1 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:**

## School Excellence Framework Priorities

| Score | Framework dimension and category  | Area of focus |
|-------|---|---------------|
| 2     | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | 0             |
| 2     | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement                      | 0             |
| 2     | Quality and Character of School Life: Family & Community Engagement   | 0             |
| 2     | Quality and Character of School Life: Student Voice, Engagement, and Civic Life                                 | 4             |
| 3     | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading                     | 0             |
| 3     | Depth and Breadth of Student Learning and Quality Teaching: Curriculum  | 0             |
| 3     | Depth and Breadth of Student Learning and Quality Teaching: Instruction   | 1             |
| 3     | Depth and Breadth of Student Learning and Quality Teaching: MTSS  | 2             |
| 3     | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement                       | 0             |
| 3     | Quality and Character of School Life: Physical and Emotional Safety   | 0             |
| 3     | Quality and Character of School Life: Relational Trust  | 0             |
| 3     | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline                         | 3             |

# 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 | Depth and Breadth of Student Learning and Quality Teaching: Instruction. Literacy and Math growth among students with IEPs and African American students |
| Root Cause 1            | Lack of scheduled common planning time between gen ed and special ed teachers to plan differentiated instruction   |
| Area of Critical Need 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS   |
| Area of Critical Need 3 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline  |
| Area of Critical Need 4 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life  |

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## 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 - Reading (Grades 3-8) | Students with IEPs                   |                                    | 16.00          | 20.00          |
|  | African American                     |                                    | 42.00          | 46.00          |
| SQRP: National School Growth Percentile - Math (Grades 3-8)    | Students with IEPs                   |                                    | 10.00          | 14.00          |
|  | African American                     |                                    | 49.00          | 53.00          |



| Metrics (select 3-5)   | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|--|--------------------------------------|------------------------------------|----------------|----------------|
| DL math growth percentile is 7<br>African American growth reading percentile is 47 |                                      |                                    |                |                |
| (Blank)  |                                      |                                    |                |                |
| (Blank)  |                                      |                                    |                |                |
| (Blank)  |                                      |                                    |                |                |

### Required metrics (Elementary) (100% complete)

|   | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|------------------|------------------|----------------|----------------|----------------|
| <b>My Voice, My School 5 Essentials Survey</b><br>We maintain a rating of "Well-Organized" on the 5Essentials from the My Voice, My School Survey and will continue to do so for the 2020-2021 and 2021-2022 school years |                  |                  |                | 4.40           | 4.50           |

### 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 establish common prep times at a minimum of once a week for our special education and general education teachers           |
| Then we see...     | then we will see scheduled collaboration among teachers  |
| which leads to...  | which will lead to the development of strategic differentiation of instruction for all our learners with a growth in NWEA scores |
| Budget Description | there is no need for an investment of additional funds to implement this strategy to achieve the associated CIWP goal            |

|              |  |
|--------------|--|
| Tags         | Instruction, ODLSS: Instructional Quality  |
| Action steps | <ul style="list-style-type: none"> <li>(Not started) establish common prep times at a minimum of once a week for our special education and general education teachers<br/>Tags:Instruction</li> <li>(Not started) collaboration meeting sign-in sheets will be submitted to the principal and kept on file for reference<br/>Tags:Instruction</li> <li>(Not started) collaboration meeting minutes detailing the development and implementation of strategic differentiation for the learners with an emphasis on learning and NWEA growth will be submitted to the principal and kept on file for reference<br/>Tags:Instruction</li> <li>(Not started) Deep dive data analysis to establish differentiation for targeted students<br/>Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Curriculum</li> <li>(Not started) The establishment of regular dialogue and input between teachers and parents to build an understanding of instructional interventions, student progress, and support systems and how to best serve the individualized needs of the students<br/>Tags:Instruction, Family &amp; Community Engagement</li> </ul> |

**Strategy 2**

|                   |  |
|-------------------|--|
| If we do...       | If we continue to implement the MTSS program with fidelity with an identified personnel member to lead our MTSS program  |
| Then we see...    | then the teachers, students, and families will be supported in the early identification of students for MTSS and possible intervention for an evaluation for an IEP or a 504 plan and for students achieving at or above grade level     |
| which leads to... | and this will lead to the placement of students in proper tiers for differentiation and possible identification for IEPs, 504s, and students above grade level to implement further instructional differentiation and individualization. |

|                    |  |
|--------------------|--|
| Budget Description | there is a funding investment for this strategy and it is to fund an MTSS teacher/coordinator. As our MTSS program becomes more robust, there may be a need to increase this .5 FTE position into a 1.0 FTE position   |
| Tags               | MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process   |
| Action steps       | <ul style="list-style-type: none"> <li>• (Not started) Convene an MTSS team for the coordination of the PSP<br/>Tags:MTSS, MTSS: Problem Solving Process, MTSS: Shared Leadership</li> <li>• (Not started) Generate MTSS thresholds, timelines, and criteria for the identification of students to be included in MTSS and/or evaluated for an IEP, 504 and students above grade level<br/>Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership</li> <li>• (Not started) The development of a menu of interventions that outlines the supports, resources, system and structures for Tiers 1, 2, 3<br/>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation</li> <li>• (Not started) Use the PSP to identify root causes and contributing factors of deficit areas for students<br/>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</li> <li>• (Not started) The establishment of regular communication and input with families to build their understanding of MTSS purpose of interventions and tiered support systems and how this will help their child<br/>Tags:MTSS, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation</li> <li>• (Not started) Monitor and evaluation of the MTSS processes and implementation within the school community to support the individualized needs of identified students<br/>Tags:MTSS, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation</li> </ul> |

**Strategy 3**

|                |   |
|----------------|---|
| If we do...    | if we strengthen the restorative justice practice into our current SEL program in K-5 Second Step and our current grades 6-8 advisory program |
| Then we see... | then we will see students empowered by the tools and processes needed for healthy conflict resolution   |

|                    |  |
|--------------------|--|
| which leads to...  | which will establish an environment where stakeholders take ownership and responsibility toward a trusting and respectful relationship among students, teachers, and the greater school community  |
| Budget Description | there is no budget allocation  |
| Tags               | Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices   |
| Action steps       | <ul style="list-style-type: none"> <li>(Not started) Through professional development offered by OSEL we will support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict and repair relationships.<br/>Tags: Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices</li> <li>(Not started) Form a Restorative Practices Committee (RPC) comprised of Lincoln teachers and staff members which will meet regularly and discuss best practices of restorative justice processes.<br/>Tags: Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices</li> <li>(Not started) Review behavior data to create a school-wide restorative practice plan. The RPC evaluates the degree to which disciplinary responses are equitably applied.<br/>Tags: Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices</li> </ul> |

**Strategy 4**

|                    |  |
|--------------------|--|
| If we do...        | If we formalize the importance of student voice  |
| Then we see...     | then we see students taking ownership and responsibility for the greater school community  |
| which leads to...  | an enabling environment that creates empowered, civic-minded, socially-conscious students that respect diverse voices                |
| Budget Description | there is no funding allocation   |
| Tags               | Student Voice, Engagement, and Civic Life, SSCE: Student Voice   |
| Action steps       | <ul style="list-style-type: none"> <li>(Not started) K-8 teachers and students engage in discussions about current events</li> </ul> |

|  |  |
|--|--|
|  | <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> <li>• (Not started) formalize the importance of K-8 student input through student representation</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> <li>• (Not started) K-8 students partner with established school organizations (i.e. PTA, LSC, FOL)</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life</p> |
|--|--|

## Action Plan

### Strategy 1

establish common prep times at a minimum of once a week for our special education and general education teachers

Aug 14, 2020 to Aug 14, 2020 - principal

collaboration meeting sign-in sheets will be submitted to the principal and kept on file for reference

Sep 08, 2020 to Jun 17, 2022 - teachers, principal

collaboration meeting minutes detailing the development and implementation of strategic differentiation for the learners with an emphasis on learning and NWEA growth will be submitted to the principal and kept on file for reference

Sep 08, 2020 to Jun 17, 2022 - teachers, principal

Deep dive data analysis to establish differentiation for targeted students

Aug 24, 2020 to Jun 17, 2022 - teachers

The establishment of regular dialogue and input between teachers and parents to build an understanding of instructional interventions, student progress, and support systems and how to best serve the individualized needs of the students

Sep 08, 2020 to Jun 17, 2022 - teachers

### Strategy 2

Convene an MTSS team for the coordination of the PSP

Aug 24, 2020 to Jun 17, 2022 - MTSS coordinator

Generate MTSS thresholds, timelines, and criteria for the identification of students to be included in MTSS and/or evaluated for an IEP, 504 and students above grade level

Aug 24, 2020 to Jun 17, 2022 - MTSS coordinator

The development of a menu of interventions that outlines the supports, resources, system and structures for Tiers 1, 2, 3

Aug 24, 2020 to Jun 17, 2022 - MTSS coordinator, MTSS team

Use the PSP to identify root causes and contributing factors of deficit areas for students

Aug 24, 2020 to Jun 17, 2022 - MTSS coordinator, MTSS team, teachers

The establishment of regular communication and input with families to build their understanding of MTSS purpose of interventions and tiered support systems and how this will help their child

Aug 24, 2020 to Jun 17, 2022 - principal, MTSS Coordinator, teachers

Monitor and evaluation of the MTSS processes and implementation within the school community to support the individualized needs of identified students

Nov 16, 2020 to Jun 17, 2022 - MTSS coordinator, principal, teachers, families

### **Strategy 3**

Through professional development offered by OSEL we will support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict and repair relationships.

Aug 24, 2020 to Jun 17, 2022 - Assistant principal and school counselor

Form a Restorative Practices Committee (RPC) comprised of Lincoln teachers and staff members which will meet regularly and discuss best practices of restorative justice processes.

Aug 24, 2020 to Jun 17, 2022 - Assistant principal, school counselor, school social worker, teachers across grade levels.

Review behavior data to create a school-wide restorative practice plan. The RPC evaluates the degree to which disciplinary responses are equitably applied.

Aug 17, 2020 to Jun 17, 2022 - Assistant Principal and Restorative Practices Committee.

### **Strategy 4**

K-8 teachers and students engage in discussions about current events

Sep 08, 2020 to Jun 17, 2022 - K-8 teachers and students

formalize the importance of K-8 student input through student representation

Sep 08, 2020 to Jun 17, 2022 - K-8 teachers and students

K-8 students partner with established school organizations (i.e. PTA, LSC, FOL)

Mar 01, 2021 to Jun 17, 2022 - Lincoln family-run organizations

## Fund Compliance

### ESSA Program

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.**

(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**

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## **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.**

Lincoln does not receive funds

**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**

Lincoln does not receive funds

**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.**

Lincoln does not receive funds

**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.**

Lincoln does not receive funds

**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.**

Lincoln does not receive funds

**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.**

Lincoln does not receive funds

**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.**

Lincoln does not receive funds

**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.**

Lincoln does not receive funds

**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.**

Lincoln does not receive funds

**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.**

Lincoln does not receive funds

### **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)**

Lincoln does not receive funds

## **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.)**

Lincoln does not receive funds

**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.**

Lincoln does not receive funds

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

Lincoln does not receive funds

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

Lincoln does not receive funds

**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.**

Lincoln does not receive funds

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

Lincoln does not receive funds

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

Lincoln does not receive funds

**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).**

Lincoln does not receive funds

## 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.**

Lincoln does not receive funds

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

**Account(s)**

**Description**

**Allocation**

|                         |  |        |
|-------------------------|--|--------|
| <b>51130,<br/>52130</b> | <b>Teacher Presenter/ESP Extended Day</b><br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.   | \$0.00 |
| <b>53405</b>            | <b>Supplies</b><br>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 |
| <b>53205</b>            | <b>Refreshments</b><br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.  | \$0.00 |
| <b>54125</b>            | <b>Consultants</b><br>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 |
| <b>54505</b>            | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only.   | \$0.00 |
| <b>54205</b>            | <b>Travel</b><br>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 |
| <b>54565</b>            | <b>Reimbursements</b><br>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 |
| <b>53510</b>            | <b>Postage</b><br>Must be used for parent and family engagement programs only.   | \$0.00 |

|              |   |        |
|--------------|---|--------|
| <b>53306</b> | <b>Software</b><br>Must be educational and for parent use only.   | \$0.00 |
| <b>55005</b> | <b>Furniture and Equipment</b><br>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 |