Little Village Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/29/2020	Ms. Lazu, Ms. Melgar,Ms. Targosz, Ms. Pedroza, Ms. Ortiz, Ms. Unzueta, Ms. Platek, Mr. Nowicki	Create 2020-2022 CIWP Team, select meeting dates
01/31/2020	Ms. Lazu, Ms. Sanchez, Ms. Melgar, Ms. Targosz, Ms. Pedroza, Ms. Ortiz, Ms. Unzueta, Ms. Platek, Mr. Nowicki	Create SEF Framework Survey for CIWP Members to complete
02/18/2020	Ms. Lazu, Ms. Sanchez, Ms. Loza, Ms. Targosz, Ms. Pedroza, Ms. Ortiz, Ms. Unzueta, Ms. Platek, Mr. Nowicki	Identify Areas of Needs

Date	Participants	Topic
03/04/2020	Ms. Lazu, Ms. Sanchez, Ms. Loza, Ms. Ortiz, Ms. Unzueta, Ms. Platek, Mr. Nowicki	CIWP: Action Plan (Strategies)

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

- o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- o 3 Utilize assessments that measure the development of academic language for English learners
- o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 2 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)

- o 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)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 2 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 1 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English

o   3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)

o   **Evidence**:

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) I chose this metric because this is an area of focus school-wide based on our SQRP data.	Overall		60.00	62.00
	EL		30.00	33.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) I chose this metric because this is an area of focus school-wide based on our SQRP data.	Overall		37.00	39.00
	EL		18.00	21.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) I chose this metric because this is one of the areas that we have been stagnant for the past two years.	Overall		60.00	64.00
	EL		50.00	55.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS I chose this metric because this is an area of focus school-wide based on our SQRP data.	EL		45.00	50.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) I chose this metric because this is an area of focus school-wide based on our SQRP data.	Overall		65.00	70.00

Required metrics (Elementary) (0% complete)

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

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Attenance I chose this metric because so far this year, our attendance has dropped below the 95%.	96.30	95.90		96.00	96.00

Strategies

Strategy 1

If we do...	Engage all learners by implementing questioning techniques/strategies that will deepen student collaboration and understanding.
Then we see...	All students accessing the content at their Zone of Proximal Development by applying and transferring the knowledge and skills they acquired.
which leads to...	An increase of 65% of students meeting their own growth percentile as measured by NWEA.
Budget Description	Allocate funding to fund the following positions: Full Time: Literacy Coach, Full Time Instructional Bilingual Coach, Part Time Math Coach Allocate funding to fund the following: professional development, conferences, texts
Tags	Curriculum
Action steps	(Not started) Establish classroom non negotiables that include the use of visual representations of newly introduced vocabulary words. Tags:Equity: Liberatory Thinking, Literacy: Key Practice #4-Authentic Learning Experiences (Not started) Create school-wide protocols to target small group instruction.

	Tags:Instruction
	• (Not started) Conduct professional developments on collaborative conversations and Depths of Knowledge (DOK) questioning.
	Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language
	• (Not started) Identify teachers to explicitly model collaborative conversations and Depths of Knowledge questioning in the classroom.
	Tags:Structure for Continuous Improvement, Instruction
	• (Not started) Review the progression of standards to challenge students at the Zone of Proximal Development
	Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language
	• (On-Track) Conduct professional development on the integration of Academic Language & Can Do Descriptors across all contents
	Tags:Teacher Leader Development & Innovation: Distributed Leadership

Strategy 2

If we do...	Introduce teachers to the integration of MYp IB standards and the application of real world application that allows all learners to engage in real world activities.
Then we see...	Students exposed to real world application through rigorous, authentic learning activities that are creative and open-ended
which leads to...	An increase of 65% of students meeting their own growth percentile as measured by NWEA.
Budget Description	Allocate funding to fund the following positions: Full Time: IB Coordinator Allocate funding to fund the following: professional development, conferences, texts
Tags	MGIB: IB
Action steps	• (Not started) Professional development on the integration of real world applications Tags:MGIB: IB • (Not started) Create a cycle of learning focused on the integration of real world applications & IB standards Tags:MGIB: IB

	• (Not started) Conduct teacher observations and provide feedback to inform instructional practice on the integration of real world applications and the implementation of IB standards Tags:MGIB: IB

Strategy 3

If we do...	teachers use formative/summative assessments and integrate the use of rubrics to progress monitor and assess student mastery of skills.
Then we see...	Teachers scaffolding/differentiating lessons based on student misconception and mastery of skills
which leads to...	An increase of 65% of students meeting their own growth percentile as measured by NWEA.
Budget Description	Allocate funding to fund the following positions: Full Time: Literacy Coach, Full Time Instructional Bilingual Coach, Part Time Math Coach Allocate funding to fund the following: professional development, conferences, texts
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading
Action steps	• (Not started) Identify the primary (major) standards that will be assessed per grade level/content area for the performance task Tags:Assessment: Curriculum Equity Initiative • (Not started) Provide professional development focused on unpacking the primary (major) standards to create rubrics that are differentiated based on mastery. Tags:Assessment: Curriculum Equity Initiative, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Provide professional development opportunities focused on instructional strategies that challenge all students academically. Tags:Assessment: Curriculum Equity Initiative, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Integrate the progression of standards of lessons aligned to summative assessments Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

	• (Not started) Professional development on using formative assessments to inform instruction Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Create protocols by content/grade level bands to review student work to identify mastery of skills and areas of needs Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems

Strategy 4

If we do...	Teachers utilize academic, culturally and linguistic protocols to progress monitor and evaluate student progress to interventions within the appropriate tiers
Then we see...	Teachers progress monitoring with fidelity to adjust their interventions to guide instruction based on student mastery.
which leads to...	teachers fully implementing structures and support to at-risk students as measured by a score of 3 on the Self-Assessment of Multi-Tiered System of Supports (SAM)
Budget Description	Allocate funding for the following: professional development, conferences, buckets for before/after school meetings.
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
Action steps	• (Not started) MTSS identifies and utilizes a diagnostic process to determine the need for Tier 2 & 3 supports. Tags:MTSS: Problem Solving Process • (Not started) Establish a school-wide uniformed progress monitoring tool to progress monitor/assess results to design instruction Tags:MTSS: Progress Monitoring • (Not started) Professional development on WIDA's language & cultural protocols to screen ELs prior to referrals Tags:Equity: Fair Policie sand Systems • (Not started) Professional development on diagnostic processes and uniformed progress monitoring tool Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring

Strategy 5

If we do...	Develop a system for implementing and monitoring Social Emotional Learning (SEL) Practices
Then we see...	teacher's knowledge of SEL instructional practices will increase; allowing them to integrate and apply SEL skills in the classroom.
which leads to...	which leads to an increase of 60% as indicated on the on-track Dashboard Data
Budget Description	Allocate funding for the following: Full Time School Counselor position, conferences, professional development
Tags	OSCPA: Social/Emotional Support
Action steps	(Not started) Establish a Behavioral Health Team Tags:OSEL: Tier 2 and 3 Interventions (Not started) Professional development: SEL Best Practices Tags:OSEL: Supportive and Equitable Discipline Practices (Not started) Monitor the implementation of PATHs or advisory school wide Tags:OSEL: Supportive Classroom Environment

Action Plan

Strategy 1

Establish classroom non negotiables that include the use of visual representations of newly introduced vocabulary words.

Aug 24, 2020 to Jun 30, 2022 - ILT & Teacher Leads

Create school-wide protocols to target small group instruction.

Jul 01, 2020 to Sep 11, 2020 - ILT

Conduct professional developments on collaborative conversations and Depths of Knowledge (DOK) questioning.

Aug 17, 2020 to Oct 23, 2020 - ILT

Identify teachers to explicitly model collaborative conversations and Depths of Knowledge questioning in the classroom.

Sep 11, 2020 to Jan 22, 2021 - Teachers

Review the progression of standards to challenge students at the Zone of Proximal Development

Aug 17, 2020 to Jun 03, 2022 - Teachers

On-Track Nov 06, 2020

Conduct professional development on the integration of Academic Language & Can Do Descriptors across all contents

Aug 17, 2020 to Oct 30, 2020 - Ms. Martinez & Ms. Pedroza

Strategy 2

Professional development on the integration of real world applications

Nov 06, 2020 to Mar 05, 2021 - IB Coordinator: Ms. Loza

Create a cycle of learning focused on the integration of real world applications & IB standards

Jan 04, 2021 to Mar 31, 2021 - IB Coordinator: Ms. Loza

Conduct teacher observations and provide feedback to inform instructional practice on the integration of real world applications and the implementation of IB standards

Apr 01, 2020 to May 29, 2020 - ILT Team

Strategy 3

Identify the primary (major) standards that will be assessed per grade level/content area for the performance task

Aug 03, 2020 to Oct 30, 2020 - Grade Level Teams/Content Teams

Provide professional development focused on unpacking the primary (major) standards to create rubrics that are differentiated based on mastery.

Aug 17, 2020 to Dec 18, 2020 - ILT & Teacher Leads

Provide professional development opportunities focused on instructional strategies that challenge all students academically.

Sep 07, 2020 to Jan 28, 2022 - Leadership Team: Ms. Lazu Ms. Melgar Ms. Pedroza Ms. Martinez Ms. Sanchez Ms. Loza

Integrate the progression of standards of lessons aligned to summative assessments

Jul 01, 2020 to Jun 30, 2022 - Grade Level Teams

Professional development on using formative assessments to inform instruction

Jul 01, 2020 to Jun 30, 2022 - Grade Level Teams

Create protocols by content/grade level bands to review student work to identify mastery of skills and areas of needs

Jul 01, 2020 to Oct 16, 2020 - Grade Level Teams

Strategy 4

MTSS identifies and utilizes a diagnostic process to determine the need for Tier 2 & 3 supports.

Jul 01, 2020 to Sep 25, 2020 - MTSS Team

Establish a school-wide uniformed progress monitoring tool to progress monitor/assess results to design instruction

Jul 01, 2020 to Nov 27, 2020 - MTSS & Teacher Teams

Professional development on WIDA's language & cultural protocols to screen ELs prior to referrals

Jul 01, 2020 to Dec 18, 2020 - Ms. Pedroza & Ms. Martinez

Professional development on diagnostic processes and uniformed progress monitoring tool

Aug 24, 2020 to Dec 18, 2020 - MTSS

Strategy 5

Establish a Behavioral Health Team

Sep 07, 2020 to Oct 02, 2020 - School Counselor: Ms. Ledezma

Professional development: SEL Best Practices

Aug 24, 2020 to Nov 06, 2020 - School Counselor: Ms. Ledezma

Monitor the implementation of PATHs or advisory school wide

Sep 07, 2020 to Jun 17, 2022 - School Counselor: Ms. Ledezma, IB Coordinator: Ms. Loza

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Each year, student data is analyzed to identify areas of progress and improvement. To support our students' academic needs, teachers create individual student plans that are differentiated to meet the academic needs of their students. Thought the MTSS and ILT Committee, data is further analyzed to identify school-wide trends and to create a plan to improve areas of growth.

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

At Little Village Academy we provide academic programs before or after school to support students academic needs based on their academic levels of achievement. Additionally, guided groups are integrated into the school day to support tiered support to students according to their academic proficiency levels.

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.

Little Village Academy utilizes scientific based resources that support the diverse cultural backgrounds, academic needs and social-emotional needs of students. Advisory/SEL is built into the school schedule on a daily basis to conduct check-ins,

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).

The MTSS Committee works in conjunction with teachers to identify students who are struggling academically and are not meeting benchmark goals. Based on the data, intervention groups are created to provided academic support that is differentiated to support the academic needs of students. The Behavioral Health Team works in conjunction with the teachers, school psychologist, social-worker and school counselor to identify mentoring or counseling services within the community to further support the student's social-emotional needs.

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

While reviewing teacher candidate resumes, we identify candidates who have the required certificates and endorsements to staff the vacant teaching positions. When interviewing candidates for teaching positions, an interview team is created composed of school administrators and teachers. The interview team collaborate together to identify which candidate best meets the needs of the position.

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.

All staff are invited to attend professional development to improve, support and enhance their instructional craft within their assigned teaching grade or content. In addition to attending district and school professional development, all staff are encouraged to seek additional professional development outside of the district. Through ESSA parent meetings, parents receive training and professional development on how to better support their children with their academics while at home.

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

At Little Village Academy. we offer monthly parent workshops. To increase parent participation, we announce parent meetings and workshops, via flyers, emails, social media accounts and the school website. Parent meetings are designed around parent needs and requests in hopes that their input, we can see an increase of parental 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.

Preschool children and their parents are invited to our school's annual Open House to learn about the kindergarten standards as well as to meet with teachers. Towards the end of the academic school year, preschool children are invited to meet and visit the kindergarten classes and teachers.

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.

In addition to the district and state required assessments, teachers vote teach school year to identify the additional assessments that are to be administered to students. Working in conjunction with their grade level or subject team, teachers create instructional units that include formative assessments to further analyze student mastery of standards throughout a period of time.

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 who are experiencing difficulties with mastering proficient or advanced levels of academic achievement are offered a spot in our school's before/after school programs. Through these programs, teachers provided intensive support to target areas of improvement. Additionally, teachers provide small group instruction throughout the school that is differentiated to support the academic needs of students.

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.

Each school year, the following committees are established: ESSA Parent Committee, Local School Council and the Bilingual Advisory Committee. Through these committees, parents are afforded with the opportunity of receiving training in alignment with No Child Left Behind. Additionally, school administrators work in conjunction with the CPS Department of Early Childhood to provide parent meetings that align with the district's preschool program.n

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Little Village Academy will host the annual parent meeting during the first month of school. During this meeting parents will be informed of the policy and procedures for the school participation in Every Student Succeeds Act, Title I programs. The school will explain the Title I requirements and the parent's right to be involved with Title I programs. As part of the organizational meeting, a calendar with dates and possible topics will be shared with the community. The school will also offer a number of additional monthly parental meetings. During these meetings, parents will participate in several workshops that will enhance their knowledge for implementing Title I 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

Our annual principal informational ESSA -Title I meeting will be held September 18, 2020, and our Organizational Meeting will be held on October 2, 2020. During the organizational meeting, the PAC committee will create a school calendar with workshops, meetings and additional ESSA-Title I, parent meetings. A school calendar is developed which includes the number of additional ESSA parent meetings and workshops. Parents are notified of these meetings via monthly calendars, newsletters, Little Village Academy Facebook Page, and the school?s website. All communication is in English and Spanish to encourage all parents and guardians to attend.

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.

On a monthly basis, the ESSA Committee will host meetings/workshops that include social interaction, announcements and updates which are tailored to the needs and interests of our school community. If parents request a meeting to take place, their suggestions will be taken back to the ESSA, BAC or LSC for further discussion. Upon approval of these meetings or workshop topics, the committee will decide on a date and time for the delivery of this new information. All meetings will be included in the monthly calendar, school website and social media in order to encourage all parents and guardians to participate in these workshops or learning experiences.

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.

Parents and guardians from Little Village Academy are provided with the following data regarding their child's academic progress in all core subjects. Progress reports will be sent home on a quarterly basis during the following weeks of school: 5th, 15th, 25th 35th. Report cards will be sent home quarterly during the year and there will be two parent-teachers conferences during the 1st and 3rd marking quarter. Parents are highly encouraged to come and discuss their child's progress with teachers. During the month of September, parents have the opportunity to create parent portal accounts to keep them informed on their child's performance. In addition, parents will receive detailed reports of IRA, NWEA, and ACCESS Assessments as they become available.

Parent workshops are conducted to discuss and understand assessment tools and the proficiency levels students are expected to meet throughout the school year. During these workshops parents are provided with resources to use at

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

All teachers at Little Village Academy are "highly qualified".

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Our goal at Little Village Academy is to ensure all our parents participate in CPS Parent Portal trainings. During these training sessions, parents will know and understand how to access and monitor their children?s academic/attendance progress. Several teachers also incorporate Google Classroom, and forms of digital platform as a bridge of communication between parents and students. These resources provide families with the student's progress instantly. Teachers and staff will conduct parent workshops and training on how parents can further support their children at home in literacy, math science, social and emotional development.

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.

At Little Village Academy, our priority is to increase parental involvement through various learning opportunities for our families. Parents will learn how to help their child improve their academic skills as we provide information and workshops that will highlight the following areas: literacy, ESL, math, social and emotional, technology and other academic workshops. These topics will be presented during our monthly ESSA, BAC, Coffee with Ms. Lazu, Parent Book Club meetings. Parents will receive a monthly calendar with the list of workshops topics that will be available throughout the month. During the month of September, our school community will have the opportunity to host Open House Night for our families. We will continue to host family literacy, math and science nights to increase parental engagement across all grades.

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.

All school staff value the contribution of parents. We have over 95% of parent participation in family activities such as Open House and Parent-Teacher Conferences as well as parent workshops. Additionally, teachers will provide workshops to train parents on how to implement best practices at home. For example, during family literacy night teachers will model to parents best literacy practices on how to engage their children in literacy activities at home. Quarterly math parent workshops will be conducted teaching parents strategies they can use at home to help their children with math.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The school is committed to supporting the state Pre-K program to further encourage and support parents. The school is supportive of the parent volunteer program and of the Head Start workshops and activities. Parents are highly encouraged to volunteer to support instruction in the classroom.

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.

Parents are notified of these meetings via monthly calendars, robo calls, newsletters, or announcements (Social Media, webpage: lva.cps.edu, marquee). All communication is in English and Spanish to encourage parents to attend.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] ** In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs. **
[X] ** The school will coordinate the parent and family engagement programs identified in the CIWP. **
[X] ** The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary. **
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)   n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)   At Little Village Academy, we inspire all students to become global citizens by providing them with a rigorous and integrated instructional program that is inclusive and meets their academic and social-emotional needs. We create a safe environment that is nurturing and student-centered in which all voices are heard and diversity is respected. Through our dedicated and passionate staff, parents, and community members, we empower students to become self-motivated, self-aware and self-advocating individuals preparing them to become lifelong learners as they pursue post-secondary education.
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.   Parent teacher conferences will be held: November 18, 2020 and April 21, 2020.   Parents have the opportunity to schedule parent-teacher conferences with their child's teachers throughout the school year.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.   Progress reports will be sent home to parents on the following dates: Quarter 1 Progress Reports: October 9, 2020   Quarter 2 Progress Reports: December 18, 2020   Quarter 3 Progress Reports: March 12, 2021   Quarter 4 Progress Reports: May 21, 2021

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

At Little Village Academy, teachers and staff are available for parents, upon request, before/after school or by appointment. There is a list of available
translators that provide access for parents and staff to communicate effectively regardless of their language. Parents can also email teachers via our school
website.

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.

Parents are provided with a variety of opportunities to volunteer in school-wide activities, such as assisting teachers in the classroom throughout the day,
classroom field trips and school events. An informational parent volunteer meeting is held in the beginning of the school year to inform parents of
volunteering opportunities, rules and regulations and the CPS Civicore application process.

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

Through the CPS ASPEN Parent Portal and school website parents have access to monitor their child?s attendance and grades. Every year, students receive
a yearly planner/agenda in which assignments/notes are documented. Through the use of these tools, parents are highly encouraged to check on their
child?s academic performance.
Monthly parent workshops are held to assist parents on how to better support their children at home and at school. To explain further, during the quarterly
math workshops, parents learn how to model strategies for their children. Family literacy night is held multiple times a year, for teachers to model for parents
on how to engage their children in literacy best practices at home. Parents are encouraged and invited to participate in the parent book club. During these
book sessions parents learn how incorporate literacy skills that best support their child's academic needs.

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 be active participants in the academic achievement of their child by participating in parent teacher conferences, informal parent-teacher
meetings, parent workshops, informational meetings, and all opportunities provided by the school (ESSA-Title I, BAC, LSC Meetings).

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).

Administrators and teachers conduct one on one meetings with students to discuss academic goals and expectations in a quarterly basis. Students receive
quarterly incentives for academics and attendance. Additionally, students who demonstrate academic achievement receive vouchers to attend sporting
events, restaurants and certificates of achievement during the annual awards assembly.

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.**
>
> Our annual principal informational ESSA -Title I meeting will be held September 18, 2020, and our Organizational Meeting will be held on October 2, 2020. During the organizational meeting, the PAC committee will create a school calendar with workshops, meetings and additional ESSA-Title I, parent meetings. A school calendar is developed which includes the number of additional ESSA parent meetings and workshops. Parents are notified of these meetings via monthly calendars, newsletters, Little Village Academy Facebook Page, and the school?s website. All communication is in English and Spanish to encourage all parents and guardians to attend.

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

Account(s)

Description

Allocation

Account	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.	$1200.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1390.00
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)	$1233.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$840.00
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.	$900.00

54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00