Henry D Lloyd Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Mihriba Amin	Clerk / LSC member	mpamin@cps.edu	No Access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

- Not scored

Leadership and Structure for Continuous Improvement

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

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - o 4 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 4 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- o 4 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**: Evidence can be found in the Lloyd School CIWP, My Voice, My School Survey, and other data collected including the school CIWP Team, MTSS Team, and LSC.
- **4 - Instruction**
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 4 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 4 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**: Evidence can be found in the Lloyd School CIWP, My Voice, My School Survey, and other data collected including the school CIWP Team, MTSS Team, and LSC.
- **4 - Balanced Assessment and Grading**
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 4 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 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 4 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Evidence can be found in the Lloyd School CIWP, My Voice, My School Survey, and other data collected including the school CIWP Team, MTSS Team, and LSC.
- **3 - MTSS**

- 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 4 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 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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 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)
- 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**: Evidence can be found in the Lloyd School CIWP, My Voice, My School Survey, and other data collected including the school CIWP Team, MTSS Team, and LSC.
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Evidence can be found in the Lloyd School CIWP, My Voice, My School Survey, and other data collected including the school CIWP Team, MTSS Team, and LSC.

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

- o **Evidence**: Evidence can be found in the Lloyd School CIWP, My Voice, My School Survey, and other data collected including the school CIWP Team, MTSS Team, and LSC.
- 4 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: Evidence can be found in the Lloyd School CIWP, My Voice, My School Survey, and other data collected including the school CIWP Team, MTSS Team, and LSC.
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Evidence can be found in the Lloyd School CIWP, My Voice, My School Survey, and other data collected including the school CIWP Team, MTSS Team, and LSC.
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 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 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Evidence can be found in the Lloyd School CIWP, My Voice, My School Survey, and other data collected including the school CIWP Team, MTSS Team, and LSC.
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 4 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)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- **Evidence**: Evidence can be found in the Lloyd School CIWP, My Voice, My School Survey, and other data collected including the school CIWP Team, MTSS Team, and LSC.

School Excellence Framework Priorities

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

Area of Critical Need 1	Literacy and Math attainment among 2nd graders
Root Cause 1	The need for Professional Development with a collaborative focus on Instructional Best Practices.
Area of Critical Need 2	Consistent school wide MTSS process
Root Cause 2	Clarification of MTSS process as well as Professional Development regarding process.
Area of Critical Need 3	Literacy and Math attainment among students with IEPs
Root Cause 3	Focus on best practices within Inclusion and Separate Setting environments.

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 Attainment Percentile - Math (Grade 2) Lloyd's attainment in Grade 2 for SY 2019-2020 was at the 24th Percentile.	Overall		30.00	35.00
SQRP: National School Attainment Percentile - Reading (Grade 2) Lloyd's attainment in Grade 2 for SY 2019-2020 was at the 21st Percentile.	Overall		25.00	30.00
	Overall		95.30	95.80

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Attendance Rate Lloyd was at 95.3% attendance for 2018-2019 SY				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) (Blank)				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Lloyd was at 64.6% in 2019 for students meeting/exceeding growth norms	Overall		67.60	70.60

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
Metrics: % of IEP Students meeting Grade Level Attainment Improve by 5% - Attainment for combined reading and math for students with IEPs	0.00	0.00		5.00	10.00

Strategies

Strategy 1

If we do...	focus on best instructional practices, including the utilization of Fountas and Pinnell Reading Levels, NWEA MAP Growth and MAP Reading Fluency to support Data Driven Instruction and Professional Development to provide a more meaningful, rigorous instruction for our PreK - 2nd grade students
Then we see...	an increase in the utilization of instructional best practices of mathematics and reading
which leads to...	an increase in our NWEA attainment in reading and math.
Budget Description	Professional Development and related materials
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks
Action steps	• (Not started) Use data from previous NWEA Assessments to identify areas of critical need. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Curriculum • (Not started) Use informal and formal classroom observations to understand quality and impact of instructional practices. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Curriculum

Strategy 2

If we do...	provide differentiated instruction and additional supports for all students with a focus on Multi-Tier System of Supports (MTSS)
Then we see...	intentional differentiated small group instruction based on the diverse needs of our student population and learner types (auditory, intrapersonal, kinesthetic, and visual)
which leads to...	measurable growth on school and district assessments in grades K - 5
Budget Description	Curriculum Materials, Assessments, and MTSS Coach/Interventionist
Tags	Curriculum, Instruction, MTSS: Curriculum & Instruction

Action steps	• (Not started) Use and analyze multiple data sources to group and instruct students based on the Multi-Tiered System of Supports for math and reading by instructional level in each classroom. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring • (Not started) Teachers will differentiate instruction based on data analysis and use formative and summative assessments to monitor student understanding and mastery. Tags:MTSS, MTSS: Progress Monitoring • (Not started) During instructional planning, educators will design authentic and rigorous tasks designed to allow students the opportunity to think about their own learning and engage in productive talk. Tags:Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Strategy 3

If we do...	enhance and improve balanced literacy and math practices in primary grades K - 2nd
Then we see...	increase small group differentiated instruction, rigorous instruction and related tasks, and enhanced student engagement
which leads to...	higher 2nd grade attainment in NWEA reading and math.
Budget Description	Professional Development, Instructional Coach, Common Grade Level Meeting Planning Time
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum
Action steps	• (Not started) Allocate rsources to improve literacy instruction and phonemic awareness and phonics instruction. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Student Discourse • (Not started) Develop teacher capacity around balanced literacy including guided reading through professional reading and peer observations. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

Action Plan

Strategy 1

Use data from previous NWEA Assessments to identify areas of critical need.

Sep 08, 2020 to Sep 06, 2021 - Principal/AP/Teachers/Staff

Use informal and formal classroom observations to understand quality and impact of instructional practices.

Sep 08, 2020 to Sep 06, 2021 - Principal/AP/Teachers/Staff

Strategy 2

Use and analyze multiple data sources to group and instruct students based on the Multi-Tiered System of Supports for math and reading by instructional level in each classroom.

Sep 08, 2020 to Jun 17, 2022 - Administration and Educators

Teachers will differentiate instruction based on data analysis and use formative and summative assessments to monitor student understanding and mastery.

Sep 08, 2020 to Jun 17, 2022 - Administration and Educators

During instructional planning, educators will design authentic and rigorous tasks designed to allow students the opportunity to think about their own learning and engage in productive talk.

Sep 08, 2020 to Jun 17, 2022 - Educators

Strategy 3

Allocate rsources to improve literacy instruction and phonemic awareness and phonics instruction.

Sep 08, 2020 to Jun 17, 2022 - Educators and administrative team

Develop teacher capacity around balanced literacy including guided reading through professional reading and peer observations.

Sep 08, 2020 to Jun 17, 2022 - Administrative Team

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.

Teachers will complete a GAP Analysis of current NWEA Achievement and determine student needs to support expected outcomes.

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

The continued implementation of MTSS focused on opportunities for all students to achieve.

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.

Guided Reading and Daily 5 will continue to be supported ensuring success of our student populations.

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 continued implementation of MTSS and small group instruction and interventions to support needs of individual students while incorporating innovative teaching methods.

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

Common Grade Level Meetings, Teacher Mentor, Collaborative Teams.

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.

Professional Development focused on Fountas and Pinnell, Daily 5 and Eureka Math Programs.
Strategies to increase parent involvement, such as family literacy services. ESL Classes for Parents/Adults, Parent Workshops, Parent/Family Nights
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. Jump Start to Kindergarten, Head Start Teachers meet with parents and partnership with university to support head start parents.
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. Hold annual union vote regarding assessments. Teachers are also empowered to create their own assessments.
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. After-school programs based on student need, MTSS supports.
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. Incorporation of supports from Bilingual Coordinator, Head Start Teachers, and STLSS Office Administrator.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents are encouraged to attend and participate in monthly PAC meetings. These mothly meeitngs allow parents to discuss and learn about local and CPS policies, school activities, opportunities for parent involvement, school assessment and approval of school funds. Additionally, the CIWP was shared with LSC on June 2, 2020.

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 Title I Annual Meeting is held each year in the school auditorium. Additionally, the Title I PAC organizational meeting will take place in September 2020. At this meeting the NCLB committee members will be elected, budget allocated will be presented, and dates/times for school community meetings as well as planning meetings will be approved by the community.
Both meetings will be promoted via school website, school calendar, marquee, letters sent home, and flyers distributed at the Healthy Kids Market.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The PAC, NCLB, and BAC committees as well as the community will meet monthly and be provided the opportunity to express any concerns, provide suggestions, and/or ask questions.

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.

State assessments will be sent home with students as soon as the reports arrive to school. A copy of these reports will be in the student's cum folder.

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.

A letter will be sent home informing parents of their rights to know if their child's teacher is highly qualified. Parents are invited to exercise their right to request such information at any time.

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.

During report card conferences and open house, teachers will have the opportunity to explain to parents standards and assessments and how to monitor student progress using various tools. Parents are also invited to attend administrative data and assessment meetings scheduled throughout the school year. Presentations will also be shared to parents from the administrative team during parent teacher conference days.
In September, the administrative team will present to the community student data as well as the SQRP report for the school year. In this meetings, student assessments scheduled for the coming year will be discussed.

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.

During the month of November a survey will be sent home for parents and the community to provide input and ideas on topics for the 8-10 week NCLB Friday workshop series. A workshop calendar will be finalized and sent home at that time. Such workshops will be advertised through the school website, monthly calendar, letters sent home, and school posters on doors #1 and #10. In addition, parents are invited to register and take advantage of ESL and Latino Literacy classes offered in school. Parents are welcome to participate in school events such as monthly community meetings, workshops, Latino Literacy classes, and health and fitness classes, Dia del Nino, and activities planned by the community such as Chicago Run.

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.

Different events throughout the year will promote opportunities to encourage teachers and parents to come together and work together to encourage student learning. Some of these events are the Welcome Back Picnic, Reading and Math Nights, Pajama Night, Open House, and Parent Teacher Conferences. Most of these events take place after school.

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.

Head Start teachers will coordinate with school administration of any events that take place during school hours. The administrative team will make sure to advertise and promote any events taking place in the Head Start program via letters, school website and monthly calendars.

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.

Any flier, calendar, or newsletter sent home will be sent home in English and Spanish. Additionally, the marquee will have information in both languages. Last, posters will be placed in and near the school entrances advertising coming events in both languages.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

As a member of the community, Lloyd Elementary is dedicated to supporting students to be safe, respectful, and responsible. Through technology integration, data informed instruction, and teacher leadership, Lloyd strives to provide a quality instruction experience for all students.
Our common goal for all students - ELL, Diverse Learners, and above or below grade level is to leave Lloyd ready for academic and social expectations of middle school, high school, and college/career to better compete in a global economy.

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.

On both report card pickup dates, the school and teachers will be available for parent/teacher conferences. Parents will participate by completing the My Voice, My School survey to rate our school environment and parent communication. Additionally, the school will hold an open house and at least 3 additional school-wide community events: Family Math, Literacy Night, Pajama Night, and Welcome Back Picnic.

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 distributed Mid-Quarter throughout the school year.

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

All staff are welcome to meet with parents before, after, or during preparation periods each day as long as the meeting is planned in advance. The school website also has contact information for staff members.

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.

The school has on average 15 parent volunteers who assist and volunteer in different capacities. Our parent volunteers organize and coordinate our school's Healthy Kids Market and assist with office help. They are also an important part of daily classroom acitivites as part of our Head Start Parent Volunteer program. In addition our parent volunteers organize and/or assist in special events including NCLB/BAC/LSC monthly meetings and workshops, holiday celebrations, kinder celebrations, and Field Days. They are also involved in picture day, dental and vision screenings by helping move students from their classrooms to the assigned location.

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

Parents are encouraged to read to their children every night. Grade levels send home monthly newsletters that give parents a focus to discuss and learn with their children at home. They are also encouraged to attend trainings and workshops offered by school committees. ESL classes, Latino Literacy classes, math/literacy nights, pajama nights, and literacy events planned by the school.

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

This will be accomplished through LSC meetings, IEP meetings, NCLB meetings and workshops, and meetings with the administrative team and teachers. Parent-Principal informal meetings, revision and creating school CIWP.

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).

Lloyd follows the 3B's and a common language and culture around PBIS has been established. Students and classrooms are recognized weekly for their efforts and good behavior through the weekly PAW prizes and weekly classroom PAWS.
Students monitor their classroom attendance on posted charts in the hallway (outside each classroom). In addition, medals and certificates are awarded at the end of each quarter and every semester for attendance and academic achievement. Classrooms with high/perfect attendance are recognized every quarter with a special event.

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.

September 2020 - Annual Title I Principals Meeting and Title I Organizational Meeting
October 2020 - Student Data and Assessments
November 2020 - TBA
December 2020 - TBA
January 2021 - TBA
February 2021 - TBA
March 2021 - TBA
April 2021 - TBA
May 2021 - TBA
June 2021 - TBA

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.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements	$0.00

	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.	
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