

# Federico Garcia Lorca Elementary School 2020-2022 plan summary

## Team

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JASON DANYLUK	LSC (Parent)		No Access
RAUL CASTANEDA	BAC (Parent)		No Access
TERESA PEREZ	PAC (Parent)		No Access
SUE DANIELSON	Health, Wellness, Specials (PE teacher)	sldanielson@cps.edu	No Access

## Team Meetings

Date	Participants	Topic
08/22/2019	ILT #1 (ELPT, PE, AP, Principal, PreK - ESL, BIL Science, ESL - Math, ESL - LA, ESL - Science, Special Ed - Primary, Interventionist)	Set ILT topics aligned to CIWP priorities & analyze SQRP
08/27/2019	CIWP #1 (LSC chair, BAC chair, PAC chair, Clerk (PPC), Senior Security, (ILT) Bil Science, ESL Math, ESL Kinder (PPLC), PE, (ILT) Special Ed, LSC teacher, AP, Principal)	Gather feedback and set CIWP meeting dates
08/27/2019	LSC #1	Discuss Student Achievement data, LRE, parent engagement
09/06/2019	PAC executive meeting (PAC Officers, Principal, AP, Clerk)	Discuss roles, responsibilities per training received from FACE facilitator
09/12/2019	State of the School & Open House: Lorca School students, parents, faculty and staff and community	State of the School and Title 1 presentation
09/12/2019	LSC #2	State of the School, Title 1, Student Achievement, MTSS
09/17/2019	ILT #2	SQRP data (ELL, Attendance, 5 Essentials)
09/19/2019	PAC meeting	PAC priorities, role & responsibilities, election information
09/23/2019	BAC meeting	BAC priorities, ELPT role & responsibilities
10/01/2019	MTSS meeting	Case study to review students needing tiered interventions
10/09/2019	LSC #3	Updates on SQRP, Personalized Learning
10/16/2019	PAC meeting	Parent workshop
10/16/2019	CIWP #2	Review current CIWP priorities and set meeting dates
11/07/2019	PAC executive meeting	Review PAC goals
11/07/2019	EL Committee	Review SQRP & ACCESS

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
11/13/2019	LSC #4	Review CIWP, SQRP & ACCESS
11/20/2019	CIWP #3	SEF and Priorities
12/06/2019	PAC executive meeting	Review PAC goals
12/10/2019	PAC meeting	Parent workshop
12/11/2019	LSC #5	Student achievement, teacher feedback on SQRP
12/17/2019	ILT	Personalized Learning strategies and actions
12/19/2019	Administration meeting	Review SEF
01/07/2020	PAC meeting	Parent workshop
01/15/2020	LSC #6	Student progress (DLs, ELLs)
01/16/2020	Vertical Team Meetings	MTSS protocols and SEF indicators
01/22/2020	CIWP #4	Identify critical areas of need, root cause analysis
01/31/2020	School Improvement Day (all staff)	Feedback on SEF, Priorities, Critical Areas of need
02/06/2020	Vertical Team Meetings	Feedback on Priorities: MTSS, Instruction, Continuous Improvement
02/07/2020	PAC executive meeting	PAC priorities and goals for CIWP
02/12/2020	LSC #7	Provide update on CIWP goals and timeline
02/20/2020	CIWP #5	Gather recommendations from students
02/25/2020	ILT	Align PD calendar to CIWP
03/03/2020	EL Committee Meeting	Review strategies for Instruction
03/06/2020	PAC executive meeting	Discuss Parent Compact and goals for PAC vote, CIWP Priorities

Date	Participants	Topic
03/10/2020	PAC	Vote on Lorca Parent Compact and PAC goals
03/24/2020	ILT, Department Chairs, CIWP (virtual meeting)	Review TOA, strategies and actions
03/25/2020	CIWP (virtual meeting)	Review TOA, strategies and actions; gather feedback
04/14/2020	CIWP (virtual meeting)	Finalize TOA, strategies, actions, budget
04/15/2020	LSC #8 (virtual meeting)	CIWP TOA, strategies, actions and proposed budget
04/29/2020	ILT (virtual meeting)	CIWP and Personalized Learning, Instruction, MTSS, Continuous Improvement
04/30/2020	Vertical Team Meetings (virtual)	Feedback on TOA, strategies, actions
05/13/2020	LSC #9 (3 parents, 2 community, 2 teachers, 1 non-teacher, principal)	Approval of CIWP 2020-2022 and 2020-2021 Budget

# Framework

## Category scoring

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

## Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 Enable staff to focus and prioritize what matters most
- 3 Employ the skills to effectively manage change
- 2 Make "safe practice" an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** My School My Voice
- 2 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 2 Design and implement school day schedules that are responsive to student needs
  - 2 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** 5 Essentials data

## Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 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
  - 4 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Department meetings
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback

- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Peer observation and ILT rounds
- 3 - Balanced Assessment and Grading
  - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 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
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** VTMs
- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 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)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)

- 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)
  - **Evidence:** MTSS team, VTMs, ILT and Special Ed team meetings
- 4 - Transitions, College & Career Access, & Persistence
  - 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)
  - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Counselor

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** 5 Essentials data
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 4 Authentically interact with community and civic leaders
  - 4 Engage with their community
  - 4 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** 5 essentials and Student Council
- 4 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** MTSS team
- 3 - Supportive and Equitable Approaches to Discipline



- 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Student Council meetings
- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 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
  - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:** CIWP, PAC, BAC and Family surveys

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
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	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0

# Goals

## Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Language proficiency among English Language Learners.
Root Cause 1	Lack of understanding in assessing language proficiency.
Area of Critical Need 2	On-track for students in grades 3rd-8th.
Root Cause 2	Lack of interventions implemented.
Area of Critical Need 3	Literacy attainment among primary students.
Root Cause 3	Lack of continuous progress monitoring of primary students.
Root Cause 4	Lack of department collaboration time to develop scope and sequence and curriculum mapping

## 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 - Reading (Grades 3-8)  Lorca's Latinix and ELs should be making the same gains as all students.	Latinx		65.00	70.00
	EL		25.00	30.00
SQRP: National School Attainment Percentile - Math (Grades 3-8)  In support of the CPS vision for Math attainment.	Overall		60.00	63.00
	EL		35.00	40.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  Need to increase % of all priority groups.	Overall		70.00	75.00
	African American		40.00	45.00
Vision: Attendance Rate  Per the 5 Essentials Culture and Climate, increase positive school culture.	Students with IEPs		94.00	95.00
	Overall		96.00	97.00
Vision: NWEA Growth G3-8 (Reading)  Ensure all priority groups are growing at the same rate.	EL		48.00	50.00
	Students with IEPs		54.00	55.00

## Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> Staff has engaged in root cause analysis dealing with relational trust and has agreed to Implement adult SEL strategies to create a collaborative school culture.			4.20	4.30	4.40

## Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019- 2020 Goal	2020- 2021 Goal	2021- 2022 Goal
Vision: NWEA Attainment 2nd grade Support CPS vision for 2nd grade attainment in both math and reading.	0.08	0.08		0.25	0.50

## Strategies

### Strategy 1

If we do...	consistently meet with our Department members to create a schoolwide scope and sequence aligned to the CCSS, NGSS with integration of Personalized Learning
Then we see...	teachers fully aware of skills to be mastered at every grade
which leads to...	70% of our 3rd-8th graders on-track and K-2nd graders ready for on-track.
Budget Description	Fund 115 for Teacher extended-day buckets for 1) administering and analysis of student assessments, 2) department meetings to create schoolwide scope and sequence, 3) creation and analysis of grade-level Personalized Learning plans, 4) PL Champs to collaborate and create PL PD Calendar; substitutes 5) cadre 6) for department peer coaching 7) department & Specials funds 8) reading supplies 9) repair and service contracts 10) other non-instructional supplies 11) buses for curriculum-aligned field trips 12) textbooks 13) library books 14) tech equipment for 1:1 PL initiative. 14: DANCE VENDOR FOR ARTS COMPLIANCE Fund 332 for 15) Teacher extended-day buckets for Professional Development and 16) training for Title 1 Reading and Math tutoring sessions 17) materials for ELLs and DLs
Tags	Assessment: Curriculum Equity Initiative, OECE: P-2 Balanced Literacy, Personalized Learning: Authentic Learning, Science: Curriculum
Action steps	<ul style="list-style-type: none"> <li>(Not started) Department Chairs and Specials team review and implement digital curriculum, collaborate to finalize SY2020-2021 CCSS Schoolwide Scope &amp; Sequence and quarterly unit plans aligned to required Fine Arts &amp; PE standards, WIDA standards &amp; 21st Century Learning while integrating experiential field trips and hosting quarterly parent curriculum events.</li> </ul> <p>Tags:</p>

	<ul style="list-style-type: none"> <li>(Not started) Personalized Learning Champions collaborate and create coaching plans and cycles to include peer observations for tech integration aligned to PD Calendar including analysis of ed-tech tool data.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Provide training for K-2nd, Special Ed and ESL grade teachers to be able to administer EL assessment at BOY, administer assessments created by departments and meet to analyze results aligned to SQRP and to establish targeted tutoring programs and parent workshops.</li> </ul> <p>Tags:</p>
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**Strategy 2**

If we do...	engage our students, parents and staff in on-going inquiry for continually improving our school during all our meetings (ILT, CIWP, Department, Vertical, Special Ed, EL, Culture & Climate Committee, Paraprofessional, Student Council, Morning Meetings, LSC, BAC, PAC, PPLC, PPC)
Then we see...	families and staff who see themselves as empowered and valuable professionals willing to provide feedback, input, suggestions
which leads to...	a well-organized culture and climate on the 5 Essentials.
Budget Description	Fund 115 for 1) teacher positions to reduce class sizes in 1st-5th, Fine Arts, Tech, Library 2) additional school clerk position 3) extended day buckets for ILT, Special Ed, EL, Culture & Climate Committee, Paraprofessional meetings to analyze schoolwide trends (Behavior-Grade-Attendance), assist parents with parent workshops; 4) parent worker positions, 5) security position. Fund 332 for 6) kindergarten teacher assistant positions; 7) EL & Counseling para positions 8) substitute coverage for reading and math professional development, including peer observation 9) materials and purchased foods for family events.
Tags	Relational Trust, Student Voice, Engagement, and Civic Life, Family & Community Engagement
Action steps	<ul style="list-style-type: none"> <li>(Not started) Principal will ensure parent leaders understand their role and responsibilities, actively engaged in decision-making, have access to training, able to collaborate to create meeting calendars, communication &amp; out reach plan.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) ILT, CIWP, Department, Vertical, Special Ed, EL, Culture &amp; Climate Committee collaborate to establish meeting calendars aligned to the CIWP, SQRP and student growth metrics.</li> </ul> <p>Tags:</p>

	<ul style="list-style-type: none"> <li>(Not started) All paraprofessionals and parent workers consistently assist all parents by removing language barriers to ensure access to all parent meetings focused on student curriculum, IEPs, grades and assessments.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) PPLC and PPC will ensure all teachers can provide monthly feedback, suggestions, comments focused on continuous improvement of instruction, student growth, assisting parents and community partnership.</li> </ul> <p>Tags:</p>
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**Strategy 3**

If we do...	consistently provide tiered interventions with fidelity
Then we see...	students receiving additional supports from their teachers in reading, math, language
which leads to...	increased growth and attainment with overall 70% NWEA attainment and 60% meeting language proficiency on ACCESS.
Budget Description	Fund 115 1) Interventionist 2) teacher extended day for ESL tutoring 3) teacher extended day for MTSS meetings 4) ESP extended day for newcomers support 5) retiree bucket 6: LIBRARIAN Title 1 332 6) SEL & MTSS materials 7) fees for SEL & MTSS conferences & workshops
Tags	MTSS: Curriculum & Instruction, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>(Not started) Specialists (Counselor, ELPT, SW, Case Manager, Interventionist) consistently provide services to at-risk students, meet monthly to analyze BAG report to create student-specific plan of support, provide quarterly training and coaching to staff and quarterly meetings with parents. Ensure that ALL teachers, including Specials are providing Tier 1 &amp; 2 interventions and track on ASPEN.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Teachers meet quarterly with students to set language proficiency goals aligned to WIDA standards AND EL Assessment results. Teachers monitor ELs English language proficiency growth at BOY, MOY, and EOY.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Culture and Climate team collaborates monthly to monitor SEL implementation, maintain Lorca's SEL Exemplary status and ensure all students and families are engaged in active decision-making.</li> </ul> <p>Tags:</p>

	<ul style="list-style-type: none"> <li>• (Not started) Teachers meet to create, administer, and analyze common assessments for SY2020-2021 while monitoring grades every 5 weeks and provide targeted interventions for skill mastery.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Case Manager and Special ed teachers monitor growth of Diverse Learners per their IEP and communicate with parents every 5th week.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Counselor collaborates monthly with teachers, provides T2 and T3 SEL interventions, and monitors students' progress to inform parents and teachers.</li> </ul> <p>Tags:</p>
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## Action Plan

### Strategy 1

Department Chairs and Specials team review and implement digital curriculum, collaborate to finalize SY2020-2021 CCSS Schoolwide Scope & Sequence and quarterly unit plans aligned to required Fine Arts & PE standards, WIDA standards & 21st Century Learning while integrating experiential field trips and hosting quarterly parent curriculum events.

Jun 22, 2020 to Jun 26, 2020 - Department Chairs and Specials teachers

Personalized Learning Champions collaborate and create coaching plans and cycles to include peer observations for tech integration aligned to PD Calendar including analysis of ed-tech tool data.

Aug 24, 2020 to Jan 29, 2021 - PL Champions

Provide training for K-2nd, Special Ed and ESL grade teachers to be able to administer EL assessment at BOY, administer assessments created by departments and meet to analyze results aligned to SQRP and to establish targeted tutoring programs and parent workshops.

Sep 21, 2020 to Feb 01, 2021 - K-2nd teachers, ESL and Special Ed teachers

### Strategy 2

Principal will ensure parent leaders understand their role and responsibilities, actively engaged in decision-making, have access to training, able to collaborate to create meeting calendars, communication & out reach plan.

Jul 01, 2020 to Aug 07, 2020 - Principal

ILT, CIWP, Department, Vertical, Special Ed, EL, Culture & Climate Committee collaborate to establish meeting calendars aligned to the CIWP, SQRP and student growth metrics.

Aug 10, 2020 to Feb 26, 2021 - Teacher leaders

All paraprofessionals and parent workers consistently assist all parents by removing language barriers to ensure access to all parent meetings focused on student curriculum, IEPs, grades and assessments.

Sep 08, 2020 to Jun 25, 2021 - AP and Paraprofessionals

PPLC and PPC will ensure all teachers can provide monthly feedback, suggestions, comments focused on continuous improvement of instruction, student growth, assisting parents and community partnership.

Oct 01, 2020 to Jun 04, 2021 - PPLC and PPC

### **Strategy 3**

Specialists (Counselor, ELPT, SW, Case Manager, Interventionist) consistently provide services to at-risk students, meet monthly to analyze BAG report to create student-specific plan of support, provide quarterly training and coaching to staff and quarterly meetings with parents. Ensure that ALL teachers, including Specials are providing Tier 1 & 2 interventions and track on ASPEN.

Oct 01, 2020 to May 28, 2021 - MTSS Team

Teachers meet quarterly with students to set language proficiency goals aligned to WIDA standards AND EL Assessment results. Teachers monitor ELs English language proficiency growth at BOY, MOY, and EOY.

Aug 31, 2020 to Jun 18, 2021 - ELPT and ESL teachers

Culture and Climate team collaborates monthly to monitor SEL implementation, maintain Lorca's SEL Exemplary status and ensure all students and families are engaged in active decision-making.

Sep 21, 2020 to Apr 02, 2021 - AP

Teachers meet to create, administer, and analyze common assessments for SY2020-2021 while monitoring grades every 5 weeks and provide targeted interventions for skill mastery.

Aug 31, 2020 to Jun 18, 2021 - ILT and CIWP

Case Manager and Special ed teachers monitor growth of Diverse Learners per their IEP and communicate with parents every 5th week.

Oct 26, 2020 to Jun 11, 2021 - Case Manager & Special ed teachers

Counselor collaborates monthly with teachers, provides T2 and T3 SEL interventions, and monitors students' progress to inform parents and teachers.



## 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.**

At the beginning and end of the school year, the Lorca School principal reviews the student achievement results from grades, state testing, and national tests then presents school and student growth in comparison to similar schools within the district and state. Then, the principal with the Instructional Leadership Team and Continuous Improvement Plan Team will 1) review and analyze achievement trends and inequity gaps, 2) engage all stakeholders to assess the needs of students 3) provide staff training and professional development to ensure instructional alignment to the Common Core State Standards, Next Generation State Standards, Language Proficiency and Social Emotional Learning Standards.

The principal also provides annual surveys on student achievement and school curriculum relative to state content/achievement standards to 6th-8th grade students, all parents, including those of students with disabilities and language learners, teachers, and staff members. The results of these surveys are reflected in the CIWP and publicly shared with staff, parents, and students. Principal then seeks feedback, suggestions, comments from all staff, faculty, parent committees (LSC, PAC, PAC,) and parents.

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

The principal will ensure 1) all certificated teachers provide daily Tier 1 interventions and that referrals are made to the Multi-tiered Student Supports Team for Tier 2 and Tier 3 interventions, 2) Title 1 funds are allocated for academic tutoring for all students 3) falling below the 24% in the district assessment in literacy and or math 4) requiring intensive support in language proficiency.

**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.**

The principal will ensure that 1) the MTSS team uses scientifically-based research when assessing the needs of students eligible for Tier 2 and Tier 3 interventions, 2) that staff are trained to appropriately provide tiered interventions and monitor progress 3) providers for Diverse Learners monitor progress and achievement aligned to IEP goals 4) ESL endorsed teachers provide on-going language support to increase language proficiency.

**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 principal will ensure that 1) the MTSS team uses scientifically-based research when assessing the needs of students eligible for Tier 2 and Tier 3 interventions, 2) that staff are trained to appropriately provide tiered interventions and monitor progress 3) providers for Diverse Learners monitor progress and achievement aligned to IEP goals 4) ESL endorsed teachers provide on-going language support to increase language proficiency.

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

Through a rigorous hiring process, the principal and teacher-leaders review resumes, complete off-site classroom visitations, observe a classroom lesson, interview qualified candidates, provide a variety of scenarios on data, parent engagement, and monitoring student progress, and contact references to ensure high-quality, highly-qualified teachers and staff are hired. All candidates, both teachers and paraprofessionals, are required to provide a copy of their ISBE licensure.

**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.**

Lorca School provides professional development on how teachers and staff members can assist students with meeting state standards, including topics standards-based instruction, strategies to improve attendance, strategies to improve social & emotional well-being of adolescents, strategies on critical-thinking and observing science & math lessons. In addition parents are also provided NCLB sponsored workshops on understanding test data, progress monitoring, literacy activities, and available counseling services.

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

To assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement, Lorca School teachers will provide parents with information on specific literacy strategies, curriculum, and contents for parent use at home. These packets will be sent home as needed throughout the school year, according to the topic being taught. Lorca School teachers will also conduct curriculum-related afterschool/evening annual events, such as literacy, mathematics, and science. Information will also be included in the school newsletter, teacher newsletter, website, and/or main office. All information will be provided in English and to the extent possible, in the majority language spoken by parents.

**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.**

To the extent available, Lorca School principal or designees will coordinate and integrate parent programs and activities with the CPS Office of Early Childhood and ISBE Preschool for All programs to further encourage and support parents in more fully participating in their child's education. These includes, but is not limited to conducting workshops and classes, literacy classes, social emotional learning workshops, health and wellness guest speakers, and providing the necessary equipment and other materials for 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.**

Lorca teachers meet weekly in grade level & vertical team meetings to review common assessments aligned to standards, including those within the curriculum (unit), and progress of individual students, specifically those with disabilities and/or language learners. The principal will continue to analyze data to review trends on student achievement. The Instructional Leadership Team (ILT) is comprised of teachers representing primary, intermediate, upper grades, and also Special Ed, Bilingual/ELL, Music. During either in their weekly grade level meetings or during an ILT meeting, teachers can identify students in need of NCLB tutoring in reading or math, or students requiring additional practice or interventions in content skills. In addition, monthly teacher team meetings are scheduled by the teachers who service English Language Learners, Diverse Learners, or on the Multi-tiered Student Supports Systems.

**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.**

The principal will ensure that 1) the MTSS team uses scientifically-based research when assessing the needs of students eligible for Tier 2 and Tier 3 interventions, 2) that staff are trained to appropriately provide tiered interventions and monitor progress 3) providers for Diverse Learners monitor progress and achievement aligned to IEP goals 4) ESL endorsed teachers provide on-going language support to increase language proficiency.

**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.**

The Lorca principal consistently informs parents and community members of all federal, state, and local services and programs through weekly robo-calls, monthly LSC meetings, monthly BAC meetings, and PAC meetings. Additional information is shared throughout the academic year and during the Parent & Teacher Conferences in November and April.

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## **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.**

Lorca School will take the following actions to involve parents in the joint development and periodic review and updating of its school parental involvement plan and policy under section 1118 of the NCLBA: Distributing the current policy of all Title I parents at the beginning of the school year, including, but not limited to, at the Annual NCLBA Title I, Part A Meeting of Parents; Receiving input, suggestions and feedback from parents at the Annual NCLBA, Title I, Part A Parents' Meeting, the Annual School NCLBA, Title I, Part Parent Advisory Council ("PAC") Organizational Meeting, other PAC meetings, Local School Council Meetings; Receiving input, suggestions and feedback from parents in the course of developing the School Improvement Plan and the school's Title I Educational Program for the next school year.

**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**

September 12, 2020 Annual Title 1 Annual Meeting  
September 25, 2020 for Annual Title 1 Pac Organizational Meeting

**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.**

To inform parents of the Title I, Part A Annual Meeting and all Parent Advisory Council Meetings [and all other parent meetings], Lorca School will:  
1. Plan to host our Title 1 Annual Meeting by the second Friday in September if not, then before September

30;

2. Plan to host the Title 1 PAC Organizational Meeting a week after the Annual Meeting if not, then before October 15.

3. Post a Notice and Agenda for each meeting the school's main lobby at least 48 hours in advance and distribute/disseminate notice by one or more of the following methods:

- At least 7 days before:- U.S. Mail/School Website, School Newsletter- Sending notice of the meeting home with the students- Making notices available in the main office for parents.

-At least 48 hours before:- Placing phone calls to students' homes to inform parents of other parent meetings.

**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.**

Lorca School will distribute and explain to each parent a report provided by the State of their child's individual performance on the ISA and IAR math and reading (and science for 4th & 7th grades) test and 8th grade Algebra; In addition, post instructions on how to interpret the IAR scores in math and reading (and science for the 4th & 7th grades) on the school's website and/or newsletter.

**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.**

The NCLB Act annually requires all teachers and paraprofessionals who assist with instruction are "highly qualified" by being correctly assigned according to their teaching licenses and endorsements.

Lorca ES will comply with the NCLB Act requirements:

Parents may request teacher credential information via "Right To Ask" letter

Parents receive written notification if their child is taught by a teacher who does not meet the NCLB qualifications for their teaching assignment

Principals attest all teachers are Highly Qualified for their teaching assignment (February)

Teacher Quality notifies Not Highly Qualified teachers and their principals regarding preliminary audit findings (March)

Letters to parents of teachers not meeting NCLB qualifications for their assignment distributed via United States Postal Service (April)

**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.**

Lorca School principal or designee will host a variety of workshops/meetings, at varying times of the day and year to assist parents of participating NCLB

Title I children in understanding the state's academic content standards, academic achievement standards, including alternate assessments, requirements

of Title I, Part A, how to monitor their child's progress, and how to work with educators. Additional meetings can also be hosted by the principal or designee at

Local School Council Meetings, School Parent Advisory Council Meetings, or other individual or collective meetings as appropriate. Additional or same

information will also be shared through the student handbook, website, mailings and/or newsletters.

Information will be provided in English and to the extent possible, in the majority language spoken by parents.

**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.**

To assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement, Lorca School teachers will provide parents with information on specific literacy strategies, curriculum, and contents for parent use at home. These packets will be sent home as needed throughout the school year, according to the topic being taught. Lorca School teachers will also conduct curriculum-related afterschool/evening annual events, such as literacy, mathematics, and science. Information will also be included in the school newsletter, teacher newsletter, website, and/or main office. All information will be provided in English and to the extent possible, in the majority language spoken by parents.

**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.**

To the extent available, Lorca School principal or designee will provide professional development and/or in-service focused on the value and utility of contributions by parents, how to reach out to, communicate and work with, parents as equal partners in the education of their children and how to implement/coordinate parent programs and build ties with parents. Lorca School will seek out and invite external community partners and sister agencies to provide free and/or affordable programs to Lorca parents.

**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.**

To the extent available, Lorca School principal or designees will coordinate and integrate parent programs and activities with preschool programs to further encourage and support parents in more fully participating in their child's education. These includes, but is not limited to conducting workshops and classes, literacy classes, guest speakers, and providing the necessary equipment and other materials for parents.

**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.**

Lorca School will provide notices and information related to the school, parent-programs, and meetings and other activities in the school's main lobby at least 48 hours in advance and will distribute/disseminate notices in English and in the primary language(s) of the majority of parents if other than English, by one or more of the following methods: At least 7 days before:- U.S. Mail/School Website/School Newsletter-

Sending notice of the meeting home with the students Making notices available in the main office for parents.

### Policy Implementation Activities

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

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

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

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

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

NA

### School-Parent Compact (Complete)

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

We believe all students, including diverse learners and English learners, can be successful when taught by teachers knowledgeable of college-readiness standards and who differentiate instruction to challenge and promote critical thinking.

**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.**

At Lorca Elementary School, our students lead their own conferences with their Parent and Teacher on Translators for the following languages are available at any time: Spanish, Polish. Report cards are printed in English and in Spanish, Polish or Arabic for English Language Learners in program. Teachers and parents may request additional conferences, as needed and mutually arranged, usually occurring before or after the school day. The principal may hold additional conferences with parents to review and discuss the attendance and promotion policy with specifically of students in benchmark grades: 3rd, 6th, 8th.

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

Lorca Elementary School will provide parents with frequent reports on their children's progress in available languages: English, Spanish, Polish and Arabic.

Progress reports will be distributed and sent home to parents with the students during the 5th, 15th, 25th, and 35th weeks of school. Additional progress reports may be made by teachers, as needed, by calling parents or sending individual student reports. Additionally, the principal will distribute and send home additional notification to parents of students in benchmark grades: 3rd, 6th, & 8th of possible failing grades in reading, math which may lead to mandatory summer school attendance.

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

Lorca Elementary School will provide parents access to staff. There are a number of ways parents and teachers can communicate: 1) through the student's assignment notebook; 2) by leaving a message on the teacher's voice mail; 3) sending a separate note or emailing the teacher; 4) or by making a personal request to the principal or her designee. The school is open every day when students are in attendance from 8:15 AM to 3:15 PM. Teachers and staff members are available based on a mutually agreed upon date and time, usually before or after the school day. Additionally, appointments can be scheduled during the school day at the teacher/staff member's discretion.

**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.**

Chicago Public Schools requires all volunteers and chaperones to complete a volunteer packet before the volunteer/chaperone is able to participate. The packet is available in the main office and is to be submitted to the principal. The process includes a TB test, background check and finger-printing. Lorca Elementary School has an established Parent Engagement Committee and designated Parent Liaison who will provide parents opportunities to volunteer as parent helpers in the cafeteria, parent patrol, and participate in events, activities and assist with their classes. Teachers regularly invite parents/guardians to participate in class activities, classroom helpers/readers/tutors, chaperones for field trips. Parents/Guardians are always invited to attend assemblies, Open House, Family Reading Night, Science Fair, Science Night, History Fair, Kindergarten 100th Day Celebration, High School Fair, Multi-cultural Day, and Graduation.

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

Lorca Elementary School parents will support their children's learning by reviewing daily their assignment notebook, regularly inquiring with teachers about their children's reading and math assignments, accessing Parent Portal, and providing notes to school for excused absences, attending IEP meetings, attending the Principal's Coffee, NCLB-sponsored workshops, attending LSC, BAC or PAC meetings, attending Parent & Teacher conferences during Report Card Pick-up, advocating for their child's special 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.**

Lorca Elementary School parents will participate in decisions relating to the education of their children. The principal will send monthly newsletters notifying parents of the Local School Council meeting, NCLB PAC and BAC meetings. All parents are consistently invited to provide on-going suggestions and comments to better improve our programs. Specifically, parents are always able to come to the Main Office or call to leave a message, make an appointment with the principal or designee, or leave messages with their child's teachers. At the beginning of the academic year, teachers will also send an introductory letter with their contact information, and curriculum goals for the year. Teachers may choose to send additional newsletters home and post available information on their web-link. Parents of students with special needs and/or students in the bilingual program are encouraged to meet with teachers providing those services to offer feedback on how best their children can meet their goals. Parents are also able to share in the decision making process through the annual school survey or monthly with the LSC.

**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).**

Lorca students will share the responsibility for improved academic achievement by providing feedback on surveys, sharing their honest thoughts on how to improve the learning environment, and put forth their best effort on a daily basis. Students will be knowledgeable of and support the school's mission and vision, read daily, have good attendance, complete all work and assignments as provided by their teachers, follow school rules including behaving in accordance with the Student Code of Conduct, participate in extra-curricular activities, seek out the counselor or trusted staff member for social and emotional support, be respectful to all adults, value their relationships with their family and friends, commit to a healthy lifestyle, respect private property, and contribute positively everyday in every way.

## **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.**

From March 6, 2020 PAC Executive meeting with Principal, AP and Clerk:

Goal is to increase parental involvement and understanding of (Topic #1) Social-Emotional Learning and (Topic #2) Personalized Learning by 10% by

- 1: having a Parent Needs Survey in Aug 2020 during LSC BBQ
2. asking for feedback from parents at the PAC meetings in September & October 2020
3. having PAC workshops #1 SEL, #2 Personalized Learning and #3 & #4 aligned to Aug 2020 Parent survey outcomes
4. parent Attendance at Personalized Learning Showcase in January 2021.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$600.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1800.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$2200.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00

