

Velma F Thomas Early Childhood Center 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
03/04/2020	CIWP team-VTLT	Review of CIWP18-20 Strategy focus
03/18/2020	CIWP team-VTLT	Recommendations of CIWP 2020-22 strategies
04/22/2020	CIWP team (remote) Mary Kay, Peter, Arcelia, Veronica, Giselle, Diana, Nariana	Review/Comment on Three Strategies and the integration of the Dual Language Action steps and Parent Engagement suggestions
04/29/2020	CIWP team (remote) Mary Kay, Peter, Veronica, Arcelia, Giselle, Nancy, Nariana, Diana	Prioritize and finalize action steps for strategies 1 and 2
05/06/2020	CIWP team (remote)- Mary Kay, Peter, Maribel, Veronica, Arcelia, Laura V., Giselle, Nancy, Rachel, Diana	Prioritize and finalize action steps for strategy 3

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 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:** classroom libraries, Dual Language school-wide assessment, Dual Language Action plan, lesson plans
- 3 - Instruction

- 4 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
- 2 Use questioning and discussion as techniques to deepen student understanding
- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** classroom observations, lesson plans, CLASS concept development and Feedback Loops
- 4 - 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
 - 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
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 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
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** TS Gold, student portfolios using authentic assessments, IEP progress reports, early childhood assessments
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2nd 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)

- 3 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)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 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:** Counselor reports, MTSS team meeting minutes, documented meetings with parents of students requiring Tier 2 and 3 interventions.
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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:** Kindergarten readiness workshops for parents, GoCPS, parent visits to dual language elementary schools, parent workshops on Transitions, Parent visits and Transition meeting for children needing intensive supports and other children with IEPs.

Quality and Character of School Life

- 3 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** classroom observations, CLASS observations, PD calendar of staff collaboration, weekly curriculum meetings, VTLT structure of staff involvement, courageous conversations with all staff team and smaller groups
- 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
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community

- 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** classroom observations, documentation, studies' focus
 - 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** VTLT leadership team, MTSS team
 - 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** lesson plans, teacher-child relationships (CLASS), family workshops on SEL
 - 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
 - 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:** teacher call logs, parent-teacher conference schedule, parent program, parent monthly calendar of workshops, field trips, etc. LSC and BAC minutes
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School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Relational Trust	3
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
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: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	2
4	Quality and Character of School Life: Physical and Emotional Safety	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	Dual Language Development of English Language Learners and Diverse Learners
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Root Cause 1	Lack of time for professional development-teacher training in language development
Area of Critical Need 2	Materials explorations foundational to instructional learning
Root Cause 2	Lack of time for professional development-teacher training in materials exploration, lack of PD time withing cps schedule
Area of Critical Need 3	Strong Parent Partnerships to support the Reggio program
Root Cause 3	Low number of parents involved in Reggio understanding and educational involvement

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
(Blank)				
(Blank)				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We did not have enough staff responses for 2018-19 survey results.				70.00	75.00

Custom metrics (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Dual Language Action Plan I chose this metric because we are implementing our first year of Pre-K dual language program, which is our major focus of the year.		90.00		95.00	100.00
Increase parental contact/involvement in children's education to 90% of our bus families (in school and at home remote learning) over 35% of our families are families with children with special rights (ISP), who do not come to school or connect much with teachers on an ongoing basis. We would like to strengthen our relationships and connections with these families and other by focusing on building the remote learning contacts and resources for each family to utilize.		85.00		88.00	90.00
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	strengthen and collectively implement our multilingual materials and identity explorations
Then we see...	inquisitive children, cognitively engaged in collaborative in-depth long term studies
which leads to...	students with an embedded lifelong joy for learning that honors the languages and cultures of all families.
Budget Description	dual language consultancy/coaching with Pat Chamberlain, Reggio-inspired consultancy and documentational support with Karen Haigh and Kristin Brizzolara, hire DLE coordinator and Mandarin-speaking SECA
Tags	Student Voice, Engagement, and Civic Life, Arts Education: Authentic Arts Integration, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OECE: PK Curriculum, OLCE
Action steps	<ul style="list-style-type: none"> (Not started) Develop two curriculum units based on identity and materials studies for September-November implementation for Thomas' dual language and TPI classrooms.

	<p>Tags:Arts Education: Authentic Arts Integration, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OECE: PK Curriculum</p> <ul style="list-style-type: none"> (Not started) Provide monthly and ongoing planning and instructional support in the classrooms through coaching/resourcing/La Cosecha for Dual Language teachers in their first year of official implementation (relates to dual language coordinator role) to ensure fidelity to the model, derived from research-based principles of dual language education and the Reggio Approach. <p>Tags:Leadership for Continuous Improvement, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language</p> <ul style="list-style-type: none"> (Not started) Provide professional language development support in Spanish Language for staff via UNAM weekly Spanish courses. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Research and select a language assessment tool to track student progress in both English and Spanish to inform and plan instruction. <p>Tags:Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, CBE: Performance Based-Assessment</p> <ul style="list-style-type: none"> (Not started) Implement the Dual Language Action Plan for 2020-21, to include a monthly tracking assessment by DLE team. <p>Tags:Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OECE: PK Family Engagement</p>
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Strategy 2

If we do...	provide a rich, culturally inclusive and engaging parent program
Then we see...	meaningfully involved, interested parents as educational partners within the school and in the home
which leads to...	strong support and involvement with the dual language, Reggio-inspired curriculum.
Budget Description	Ongoing professional development (Dual language, Reggio), including family workshops
Tags	Leadership for Continuous Improvement, Relational Trust, Family & Community Engagement, Equity: Inclusive Partnerships, FACE2: Parent Engagement, OECE: PK Family Engagement

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Develop a document/video with family testimonials to add to the staff document, "Our Journey Toward Dual Language and a Multilingual Mindset". Tags:FACE2: Parent Engagement, OECE: PK Family Engagement • (Not started) Host monthly Parent Reggio workshops, including materials workshops in collaboration with teachers that supports the inclusion of parents into the classroom material and identity studies. Tags:Arts Education: Authentic Arts Integration, Equity: Inclusive Partnerships • (Not started) Sustain culturally inclusive community events: Fall Festival, ?All school Studies? Day, Taste of V. Thomas, Theater Day and Block Party, including parent participation in planning and preparation. Tags:Family & Community Engagement, Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (Not started) Sustain BPNC Parent Mentor roles in the classrooms four day's per week, with monthly workshops supporting the Elements of Reggio. Tags:Leadership for Continuous Improvement, Arts Education: Embedding the Arts School-Wide, Equity: Inclusive Partnerships • (Not started) School-Home Learning Extension: Develop a culturally inclusive program for school/family connections for children who take the bus, keeping families engaged in classroom studies utilizing monthly Google Meetings. Tags:FACE2: Parent Engagement, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (Not started) Develop formal relationships with Whittier, Calmecca, Sandoval, Talcott and Telpochcalli in order to connect kinder-bound families with recommended K-8 Dual Language programs within a 6-mile radius from V. Thomas. Tags:Relational Trust, Equity: Inclusive Partnerships, Equity: Resource Equity • (Not started) Create a display at McKinley Park library and McKinley Park, ?Children Creating Memories at the Parks? in order to create awareness and broaden the impact of children in the community. Tags:Student Voice, Engagement, and Civic Life, Family & Community Engagement • (Not started) Develop formal connections with Erikson Institute, Chinese American Service League, Dong Fang Chinese Institute and other organizations to
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	<p>learn about sociocultural competencies for the Chinese community (that includes Mandarin and Cantonese community).</p> <p>Tags:Equity: Inclusive Partnerships, FACE2: Community Partnerships, OECE: PK Family Engagement</p>
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Strategy 3

If we do...	commit to implementing in practice our community agreements within individual daily interactions and school-wide collaborations
Then we see...	staff working through differences with one another respectfully with positive intention
which leads to...	collaborative, supportive and energizing and productive professional relationships with staff and families
Budget Description	Community-building and self-care professional development
Tags	Leadership for Continuous Improvement, Relational Trust, Physical and Emotional Safety, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> • (Not started) Staff Agreements: develop Agreement #3, and refer to all three agreements in staff meetings throughout the year. Tags: • (Not started) Build trust with staff in concrete ways through: celebrating accomplishments at monthly staff meetings, monthly virtual cafecitos, Saturday documentation sessions once per quarter. Tags: • (Not started) Staff will organize/participate in social activities outside of school hours to build staff relationships among all staff a minimum of twice per year. Tags: • (Not started) Differentiate programming for PD days at least once day per year, with intentional grouping of strengths and areas of growth for dual language, Reggio, special education. Tags: • (Not started) ?Customer Service?-develop a protocol to be followed by all staff for how families and guests are engaged and encountered as they enter the school.

	<p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Counselor facilitates bi-monthly parent support groups with a goal to build trust amongst parents and connect to the school community. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Add a section to the school website to include parents testimonials and classroom pages to share the learning that happens in the classroom and with families. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop protocols for full staff meetings to include SECA small groups or groups with multiple SECA membership, and alternative methods of voicing opinion and ideas. <p>Tags:</p>
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Action Plan

Strategy 1

Develop two curriculum units based on identity and materials studies for September-November implementation for Thomas' dual language and TPI classrooms.

May 01, 2020 to Jul 01, 2020 - DLE team

Provide monthly and ongoing planning and instructional support in the classrooms through coaching/resourcing/La Cosecha for Dual Language teachers in their first year of official implementation (relates to dual language coordinator role) to ensure fidelity to the model, derived from research-based principles of dual language education and the Reggio Approach.

Aug 24, 2020 to Jun 18, 2021 - DLE coordinator, admin, DLE team, VTLT

Provide professional language development support in Spanish Language for staff via UNAM weekly Spanish courses.

Jul 01, 2020 to Dec 31, 2020 - admin, DLE coordinator

Research and select a language assessment tool to track student progress in both English and Spanish to inform and plan instruction.

Jul 01, 2020 to Jun 30, 2021 - admin, DLE team, VTLT, DLE coordinator

Implement the Dual Language Action Plan for 2020-21, to include a monthly tracking assessment by DLE team.

Jul 01, 2020 to Jun 30, 2021 - DLE team, DLE coordinator, principal

Strategy 2

Develop a document/video with family testimonials to add to the staff document, "Our Journey Toward Dual Language and a Multilingual Mindset".

Jul 01, 2020 to Jun 30, 2021 - DLE team, DLE coordinator

Host monthly Parent Reggio workshops, including materials workshops in collaboration with teachers that supports the inclusion of parents into the classroom material and identity studies.

Jul 01, 2020 to Jun 30, 2021 - PRT, CPC team, consultant

Sustain culturally inclusive community events: Fall Festival, "All school Studies" Day, Taste of V. Thomas, Theater Day and Block Party, including parent participation in planning and preparation.

Jul 01, 2020 to Jun 30, 2021 - VTLT, all staff, BPNC Parents

Sustain BPNC Parent Mentor roles in the classrooms four days per week, with monthly workshops supporting the Elements of Reggio.

Jul 01, 2020 to Jun 30, 2021 - PRT, CPC team, consultant

School-Home Learning Extension: Develop a culturally inclusive program for school/family connections for children who take the bus, keeping families engaged in classroom studies utilizing monthly Google Meetings.

Jul 01, 2020 to Jun 30, 2021 - Peter, CPC team, VTLT, classroom staff

Develop formal relationships with Whittier, Calmecca, Sandoval, Talcott and Telpochcalli in order to connect kinder-bound families with recommended K-8 Dual Language programs within a 6-mile radius from V. Thomas.

Jul 01, 2020 to Dec 31, 2020 - MK, DLE coordinator

Create a display at McKinley Park library and McKinley Park, "Children Creating Memories at the Parks" in order to create awareness and broaden the impact of children in the community.

Jul 01, 2020 to Jun 30, 2021 - VTLT, LSC, SCR

Develop formal connections with Erikson Institute, Chinese American Service League, Dong Fang Chinese Institute and other organizations to learn about sociocultural competencies for the Chinese community (that includes Mandarin and Cantonese community).

Jul 01, 2020 to Jun 30, 2021 - principal, DLE coordinator, VTLT, LSC

Strategy 3

Staff Agreements: develop Agreement #3, and refer to all three agreements in staff meetings throughout the year.

Jul 01, 2020 to Jun 30, 2021 - VTLT, all staff

Build trust with staff in concrete ways through: celebrating accomplishments at monthly staff meetings, monthly virtual cafecitos, Saturday documentation sessions once per quarter.

Aug 01, 2020 to Jun 30, 2021 - VTLT, all staff

Differentiate programming for PD days at least once day per year, with intentional grouping of strengths and areas of growth for dual language, Reggio, special education.

Jul 01, 2020 to Jun 30, 2021 - Principal, head teacher, VTLT

Staff will organize/participate in social activities outside of school hours to build staff relationships among all staff a minimum of twice per year.

Sep 01, 2020 to Jul 30, 2021 - VTLT, social committee

¿Customer Service?-develop a protocol to be followed by all staff for how families and guests are engaged and encountered as they enter the school.

Sep 01, 2020 to Jun 30, 2021 - Clerk, admin, staff

Counselor facilitates bi-monthly parent support groups with a goal to build trust amongst parents and connect to the school community.

Jul 01, 2020 to Jun 30, 2021 - Counselor

Add a section to the school website to include parents testimonials and classroom pages to share the learning that happens in the classroom and with families.

Jul 01, 2020 to Jun 30, 2021 - Media consultant, teachers

Develop protocols for full staff meetings to include SECA small groups or groups with multiple SECA membership, and alternative methods of voicing opinion and ideas.

Jul 01, 2020 to Oct 31, 2020 - admin, VTLT

Fund Compliance

ESSA Program

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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.

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

We do not receive Title I monies.

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

We do not receive Title I monies.

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.

We do not receive Title I monies.

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.

There is no state assessment for preschoolers.

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.

100% of our teachers are 'highly qualified'.

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

We do not receive Title I monies.

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.

We have a parent resource teacher who facilitates the parent program that addresses children's learning, parent learning, the Reggio approach, dual language, early childhood social and emotional learning, kindergarten transition for 5 year olds, etc.

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.

Parent Involvement and support is integral to the mission and vision of V. Thomas. Parents participate in a 2-hour orientation at the beginning of the year to introduce them to the educational model as well as their involvement in the classrooms and all workshops throughout the month.

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.

V. Thomas is a child parent center of CPS Early childhood program, and as such, has an extensive program and outreach to parents within the community.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Parents receive monthly parent program calendars, weekly reminders and weekly 'reminders' through Remind app.

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)

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.)

Our Mission is to provide a public education that honors the unique image of each child and strives to appreciate and nurture a diverse community that includes all learners. By promoting multiliteracy, we cultivate authentic relationships through culturally responsive communication and collaboration with children, families, staff and members of the community. These relationships support children in becoming global citizens who are inquisitive and self-motivated lifelong learners.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent /Teacher conferences are held quarterly in November, February, April and June.

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

Reports to parents/check ins can happen daily. In addition, 4 times per year, parents meet with teachers to discuss the child's progress and determine further goals.

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

Staff are available to consult with parents one hour before school (prep).

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are welcome into the classroom daily to read to their children and help them sign in. Parents can also volunteer in the classroom; they sign up on the monthly schedule. In addition, parents are welcome to participate in daily parent workshops, field trips and other activities.

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

Parents support their children's learning primarily through promoting language development and love of literacy by checking out a book to read at home every day.

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

Reports to parents/check ins can happen daily. In addition, 4 times per year, parents meet with teachers to discuss the child's progress and determine further goals. In addition, parents can set up a meeting with a teacher anytime it is necessary.

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).

Preschoolers love to be engaged, explore and learn. That's what they do, and they do it wholeheartedly.

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.

We do not receive any Title 1 funds.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$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 related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00

53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00