

Alessandro Volta Elementary School

2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 2 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Our school has a BAC team to reach out to a certain group, * Have started a coherent instructional program with Science via Amplify, but we need to work on other content areas: ELA * Adults give different classroom is Class CARES CARDS, however something that could help with consistency with teaching SEL Teacher PDs start with going over the CORE Values CARES, PBIS, Restorative Justice Some staff members are given opportunities to go PDs if they show interest. Volta Updates are available for teachers to be informed. Teachers were given time to sit a plan for Amplify and to go to a different school to observe Amplify in action. Teachers were given time to sit a plan for Amplify and to go to a different school to observe Amplify in action. Parent Teacher mentor program at Volta. "-CARES, Calm Classroom, Second Step are school-wide and introduced early in the year -Having PBIS committee helps promote shared vision "-Regular grade level meetings -Team building activities during PD days " "-Having 3 separate buildings can feel isolating -Limited opportunities for collaboration across grades " "-Grade level meetings -PD days -Mentor Teachers -New Staff Check-In meetings " "-Lack of structured, consistent, mentor program - Freedom to experiment with different curriculums (TS, Creative Curriculum) " "-Keeping parents abreast by sending newsletters, flyers etc. -Parent Committee Meetings - Parent Volunteers -Meetings about fund raising "
- 3 - 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
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school

- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** "* Problem Solving Grid during grade levels * PD for Newcomers" "* There is no PL plan * Professional Learning topics include SEL, community building and restorative practices. " "* No library for Monolingual middle school students * No Resource room- students are in inclusion" "* materials are carefully ordered * Grants are obtained " "* New teacher does not have a mentor * Collaborative Hiring Team missing " "* Active Participants approve budget for second step "* CARES poster was created for our school- Beautiful * Custodial Staff works hard cleaning and making improvements" "* We have a grade level team but no ILT this year * We have time to collaborate with grade level but not with content area."

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
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** "still getting to know new curriculum. for F&P and Estrellita" "curriculum aligned to common core standards Kinder goals are met and follow by K report card " "publishing parties with parents seasonal celebrations such as winter, end of year, field trips (museums)" "not vertically aligned more time for grade level to work with curriculum mapping" "posters and curriculum evidence second step curriculum calm classroom" "building of book room library (some classrooms) classroom library reading A-Z"
- 3 - 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
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 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:** "Self-Assessments Honor Roll; Student of the Month; Attendance Heroes Student Voice Committee; Daily 5 Metacognitive lessons, Socratic Method in upper grades; Amplify Science (scientific explanations) Amplify Science (computer simulations, etc.); FUSE Class CARES cards; student self-evaluations Guided Reading; flexible grouping; GoMath Reteach/Enrichment Sentence frames; word banks; cooperative learning
- 3 - Balanced Assessment and Grading
 - 2 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
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Student-Teacher Conference (student progress discussion) and Weekly Assessments (exit slips, tests, quizzes) Daily Exit Slips, Weekly Quizzes (Think Central, Studies Weekly), SPED, Bilingual students are monitored, but not all students. We don't have anyone that's specifically to be an interventionist, other than general education teachers. , When creating assessments, we differentiate the questions to provide access to all students. , After reflecting on the assessments, we shift our lessons to differentiate according to their learning needs. , Bridging, Simplified assessments (less words, more focus on the content that's being assessed), Dictation, Consistency in the formats so that the students know how to complete the assignment, Providing consistent strategies that can be implemented in all subjects (circling vocabulary words, underlining,) so that students can easily reference to it, Sentence frames, We don't have access to school-wide and classroom assessment in all subjects. We can only access assessments in Compass Learning and Think Central for other grade levels. , Student-Teacher Conference, Weekly Assessment Weekly Math/Social Studies quiz (Think Central, Studies Weekly), SPED/Bilingual, Tests are differentiated depending on their needs and capability., Our lessons shift depending on the assessments that were given beforehand., Bridging, Some classroom assessment data is provided but not for the entire school-wide., There are common assessments in Math and Science

because we have a common curriculum, but for other subjects, the assessments differ because the material taught is different (dual language vs monolingual). The format of the assessments are different but the objectives that are assessed are similar. , For Tier 2 and 3 students, this is consistent, especially in IEP meetings. For Tier 1 students, the classroom teacher has the record and the information of their progress, but not necessarily the other specialists because it may not be needed.

- 2 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 1 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)
 - 1 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)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 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)
 - 2 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)
 - 2 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)
 - 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)

- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 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:** PBIS focuses on Tier 1 students and BHT focuses on Tier 2/3 students. Positive reinforcements like classroom thunderbolts, weekly class CARES cards raffle, parent communication, and family focus. We fill it out in the MOY but not at the EOY. We are unaware of the members of the MTSS team to have this knowledge. We have access to all of the students' NWEA results and a PD., Teachers from different grade bands, counselor, psychologist, admin We are unclear of the data resources that are used to determine the Tiering Criteria. "Grade level meetings focused on Bilingual students that need the MTSS support." Grade level meetings - sharing strategies on how to work with the different leveled students and fill out the problem solving grid. School teams have concluded that attendance was a key factor to some of the academic problems (ON TRACK). Second Step, Volta CARES, PBIS, Bullying Prevention Program, SPARKS (SS Grin) Classwork, grouping, and assessments are all differentiated depending on the students' needs and abilities. Social and Emotional - SS Grin, Check In Check Out, Junior Coach, Girls on the Run "- PBIS: call parents after each absence -Volta Thunderbolt as incentive" Social worker support, counselor and nurse when needed and Albany Park support we need clarification on SEF ratings. Clarification of MTSS team members classroom track instead of district wide data. There is no current student support for Tier 2 or Tier 3 No support in content areas from MTSS, Need clarification on MTSS core team. student logger, but does not focus on content areas. SEL program, but no support

for academics as far as interventions Communication with counselor and dean for SEL support

- 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:** "*" Freshman Connection Information, Naviance, High School Fairs, High School Visits * Monitors transitional program students" naviance lessons Algebra Program and Seal of Biliteracy "GoCps process Survey for college interests " Mrs. Styzek does a lot to make sure students are ready for high school. There is monitoring of ELs after transition. Job fair Math curriculum does a good job at getting them college ready. Naviance help for students.

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)
 - 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:** Classroom community building happens through Volta CARES, Second Step, CHAMPS, and conflict resolution meetings. However, many incidents happen during recess, lunch and sometimes P.E. There's no check-in, check out in the primary grades. There is a great need for social services at the primary level. We do have attendance hero, student of the month and thunderbolt for attendance. We have time to build community among staff during Pds. Grade level meetings are used to work on School Improvement Plans. We just created a PPLC. Second Step and Playworks foster OSEL techniques (relationship building, conflict resolution). Calm Classroom addresses stress and hardship. ELL students have academic support from a variety of staff members. Volta Cares Cards and Volta Classroom Cards frequently acknowledge students for positive contributions. School has regular attendance raffles and Student of Month awards. PPC was created as a strategy to bring up issues and resolve conflicts within the school staff. School has weekly meetings allowing staff to work together for staff improvement (ex. grade level meetings and Professional Development Days). Volta CARES unit 1st Qtr, Second Step, CHAMPS, Conflict resolution classroom meetings. Most incidents happen outside of the classroom: recess, cafeteria and sometimes P.E. Primary does not have a check-in, check-out system. Need more opportunities for social work services in primary. Community building happens during staff meetings. Weekly collaboration in grade level meetings. Established a PPLC group. Calm Classroom; Second Step SECAS; individual and class CARES cards; Grade level meetings; Sunshine Committee

- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 2 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:** Primary grades have a Volta CARES unit and students learn about citizenship and older grades are studying the constitution and structures of government. In the primary grades students vote on issues that affect them. For example, creation of rules and selecting rewards. In the primary classrooms there are morning meetings, conflict resolution meetings and second step. History Fair in upper grades. Middle school studies the constitution. Students in primary vote on classroom rules. Community and older students got to vote in the 39th ward project. morning meeting and conflict resolution including second step. We have a dual language strand. Some students learn Arabic. We have International nights. We received culturally relevant classroom libraries. We have a student voice committee. 39th ward vote. Opportunities to engage with community organizations on topics related to education. Career Fair, High school Fair Model UN Need more opportunities for active civic engagement. After school activities such as Model UN and SVC. Also some student take part in civic instruction during the school day. 8th grade students voted in the latest election International night, spirit week, we see certain classes doing specific activities and reading certain books about different cultures SVC- few students are a part of this group. In class activities about civics but we haven't heard about any leaders coming to our school. Again, only a few students are in the SVC (which is also only Middle School) "* Constitution test is taught and needs to pass to graduate * SVC find issues and work towards solving the problem." "* Our 14 year old students living in 39th Ward got to vote on participatory budget. * Students do mock voting during election years." "6th-8th grade does current events Stanford document base questions (DBQs) and Socratic Seminar "SEL curriculum Second Step and Facing History Units "Student Voice Committee represented by 22 students (6th-8th grade) " "* Career Day - Inviting alderman to be guest speaker * SVC with administration to give feedback" "* SVC engages with Amundsen and Roosevelt Students during MLK day " * Meet with administration to give feedback on student surveys sent out "* We do not have a school wide civics engagement day for students to participate in with the community. * SVC participate in school policy-surveys sent to grades 3-8"
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- **Evidence:** "1. The drop off and pick up area by the lunchroom can be more organized and is an exciting opportunity to enforce CARES Expectations. 2. Another area for growth for student safety is the dismissal routine can be improved more efficiently and consistently." "1. Many safety procedures are already in place such as Asthma Webinar, Allergy, tornado drill, bus evacuation etc. 2. The implementation of Second Step and Calm Classroom is in place " "1. Teachers and adults greet students and set up positive rapport and expectations to maximize instructional time. 2. Another area for growth for student safety is the dismissal routine can be improved more efficiently and consistently." "1. Many school counseling supports are in place such as BHT and other supportive personnel such as interventionist, counselor, Mayra, APCC Counseling, etc. 2. Also, other school programs are in place such as clubs-Girls on the Run, Science Olympiad, FUSE, SVC, PBIS, etc." School has the PBIS program. We have instituted Volta Cares Core Values; CHAMPS classroom management; Volta Cares cards to acknowledge and promote positive student behavior. School has a Youth Intervention Specialist that helps in the everyday bullying behavior referred to by teachers. School also has been trained to use Second Step. Many staff members have had training on the aforementioned initiatives. If staff suspects behaviors regarding concerns and the safety and well-being of students we will report it to the proper authorities and follow it up. We have the training for Chronic Disease, Homeless and Mandated Reporters and other social emotional concerns for the students. However, our group feels that we need more clarity in procedure. "- Emergency protocol folder provided for each classroom -Practice drills" "-incident report -training for mandated reporting" "-classroom management is individual to each teacher. No official documented guide for classroom management - overall culture of school is warm and welcoming" "-PBIS -open lines of communication from educators to administration "
- 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:** Volta CARES, Second Step, Logger Opportunities needed for more staff training, especially at lunch and recess. Need more training on understanding the impact of trauma and using applicable approaches to discipline It's good that we do not have a high rate of suspension and that we have Ms. Morquecho.
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)

- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 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:** The school provides a safe and welcoming environment for families and community members. For example, primary teachers dismiss students and parents are able to speak regularly to teachers at the end of the day. Also, the office has friendly staff members that welcome families and community members. The school provides engaging activities for families and the community. For example, the school has International Day, Spelling Bee, Science Olympiad, Girls on the Run, etc. where parents are able to participate and engage. The school has meetings where they are able to help parents, but not many parents are able to attend due to their work schedules. The school is currently working on trying to support parents with concerns, questions and resources. Parent meetings, open house, teachers request volunteers. Several years ago we had a few after school activities for families, but we don't see that currently. Teacher emails are available on our website, parent meetings are monthly Parent meetings, LSCTeacher websites, newsletters going home Social worker/teacher's have made home visits (don't know how many or how often) Letters home are translated into our 4 major languages but not every single language present in our community. Friends of Volta, APTP, Albany Park Community Center"-Signs/communications sent home are sent in all major languages. -We need to organize more parent nights. " "-BAC/PAC engages families and provides knowledge -Increase frequency of family nights (literacy night, math night, parent night, etc) -Family focuses does some movie nights for the community"

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Leadership and Structure for Continuous Improvement: Leadership 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: Curriculum	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	5
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	MTSS
Root Cause 1	Teachers need Professional Learning around differentiation strategies.
Area of Critical Need 2	Leadership for Continuous Improvement
Root Cause 2	Leadership needs to create a shared mission and vision with all stakeholders and with increased communication.
Area of Critical Need 3	Curriculum
Root Cause 3	A need for horizontal and vertical alignment.
Area of Critical Need 4	Physical and Emotional Safety
Root Cause 4	Improve school wide systems like CHAMPS, Restorative Practices, etc.

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

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

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS based on SY20 SQRP	Overall		35.00	40.00
SQRP: National School Attainment Percentile - Math (Grade 2) based on SY20 SQRP	Overall		68.00	70.00
SQRP: National School Attainment Percentile - Reading (Grade 2) based on SY20 SQRP	Overall		70.00	73.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) based on SY20 SQRP	Overall		65.00	70.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) based on SY20 SQRP	Overall		65.00	70.00

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 Areas of Collaborative Teachers and Principal/Teacher Trust need improvement				4.00	4.00

Custom metrics (0% complete)

2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
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Strategies

Strategy 1

If we do...	Create clear channels of communication that are timely and consistent for all stakeholders
Then we see...	All stakeholders at Volta will be involved and informed of the schools priorities aligned with the vision and mission
which leads to...	Result in the 5essentials going from weak to strong (to well organized)
Budget Description	No significant budget resources are needed for this strategy.
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> (Not started) Create informal opportunities for parent / administration interactions (coffee with the principal, arrival/dismissal, cultural celebrations, staff online bios, etc.) for the purpose of community building, not for problem solving. Tags: (Not started) Create informal opportunities for teachers / administration interactions (celebrations, themed events, etc.) for the purpose of community building, not for problem solving. Tags: (Not started) Develop a list of specific lanes of communications already in place (parent portal, school flyers, website, email, twitter etc.) and create a protocol on use and timely delivery of info through them. Tags: (Not started) Provide a training of electronic forms of communication used by the school for parents and teachers (classroom level & school level). Ex.: class dojo, remind, email, school website, school twitter, google classroom and calendar, etc. Tags: (Not started) Grade level team newsletters with calendar of events

	<p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Optional staff meetings <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Expanding student Logger use to log parent visits and concerns intended for the administration that could not be addressed at time of visit for future attention. <p>Tags:</p>
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Strategy 2

If we do...	Establish a MTSS team that implements and monitors the fidelity of the MTSS framework, in coordination with the BHT, detailing roles and responsibilities, a clear menu of interventions and strategies for each tier and tiering criteria
Then we see...	he MTSS team can provide continuous professional development and the Volta staff will be able to meet the needs of all students
which leads to...	student growth %ile will increase from 62% to 70% on NWEA in reading in math for grades 3rd-8th by SY 21 and growth %ile on () for grades K-2 by SY21
Budget Description	intervention materials, time for teachers to meet/extended day compensation if needed, differentiation materials, PD for differentiation strategies for teachers/staff
Tags	Instruction, MTSS, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Establish a MTSS Team with BHT liaison <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create a problem solving process that includes a tiering criteria (ex: include in Volta Handbook) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) MTSS provide PD on the problem solving process <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Teachers meeting during grade level meetings about a student with their data (with accommodations and support) to discuss next steps <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Create a menu of support and resources for tier 1 small group <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) MTSS team establishes process for Tier 1 to Tier 2 (ex: include standard notecatcher, process for teacher data analysis) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) MTSS team will analyze school wide data quarterly <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) MTSS team will establish Tier 2 and Tier 3 entry, exit, and continuation criteria to guide decision for student interventions. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Identify and implement use of progress monitoring tools. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Identify roles and responsibilities of delivery of Tier 2 and 3 interventions <p>Tags:</p>
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Strategy 3

If we do...	Dedicate a structure and time for teachers to unpack grade level standards and focus on curriculum maps
Then we see...	Each grade level will create concise curriculum maps that include standards and demonstrate horizontal alignment
which leads to...	lead to growth in NWEA in Reading in grades 3-8 from 62% to 70% and Math in 6-8 from (enter percentage) and growth in TRC in grades k-2 (enter percentage)
Budget Description	access to differentiated curriculum, time and resources for teacher teams to meet, teacher compensation
Tags	Curriculum, Instruction, CIDL: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Create a needs assessment of current curriculum materials available and what current grade level teams do curricularly for each subject matter. <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Create a general framework of expectations for curriculum mapping (inclusive of unit plan template?) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Identify professional learning/support/PD that is needed (ex: unpacking standards, curriculum mapping, unit planning)--possible outside vendor <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create content curricular teams with grade band reps. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create a schedule of dedicated time for teachers as grade level teams to unpack grade level standards and focus on curriculum maps <p>Tags:</p>
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Strategy 4

If we do...	Implement PD on trauma based approaches, establish clear school policies on physical, emotional, academic and safety needs, and reinforce goals for SEL for all staff and students
Then we see...	We will be able to provide a clear understanding of expectations and appropriate responses to students? needs that support them and that builds positive relationships and a sense of community among all stakeholders.
which leads to...	Move the student-teacher trust on the 5 essentials survey from neutral to strong Move safety on the 5 essentials survey from neutral to strong Move supportive environment on the 5 essentials survey from neutral to strong
Budget Description	materials for Second Step Calm Classroom, PD time for teachers, staff and parents for workshops and professional learning
Tags	FACE2: Parent Engagement, Safety & Security
Action steps	<ul style="list-style-type: none"> • (Not started) To establish a select team e.g PBIS / sub committee that include: Potentially -YIS(Youth Intervention Specialist), rep from each grade band, recess team, enrichment, and from Parent mentor group <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) The team will review current material available to utilize at the school to implement with fidelity: Second Step Anti-Bullying program Calm Classroom Student Rights and Responsibilities Transitions (schoolwide) Champs

	<p>Tags:</p> <ul style="list-style-type: none"> • (Not started) The team will analyze and provide suggestions/next steps (ex: PD for teachers and extended PD for support staff) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide a school-wide written framework to support all stake holders <p>Tags:</p>
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Action Plan

Strategy 1

Create informal opportunities for parent / administration interactions (coffee with the principal, arrival/dismissal, cultural celebrations, staff online bios, etc.) for the purpose of community building, not for problem solving.

Sep 01, 2020 to Jul 01, 2021 - Administration

Create informal opportunities for teachers / administration interactions (celebrations, themed events, etc.) for the purpose of community building, not for problem solving.

Jul 01, 2020 to Sep 30, 2020 - Administration

Develop a list of specific lanes of communications already in place (parent portal, school flyers, website, email, twitter etc.) and create a protocol on use and timely delivery of info through them.

Aug 01, 2020 to Sep 01, 2020 - Administration, staff volunteers

Provide a training of electronic forms of communication used by the school for parents and teachers (classroom level & school level). Ex.: class dojo, remind, email, school website, school twitter, google classroom and calendar, etc.

Aug 01, 2020 to Dec 01, 2020 - Administration, Technology Coordinator, staff volunteers

Grade level team newsletters with calendar of events

Sep 01, 2020 to Sep 30, 2020 - Grade level teams

Optional staff meetings

Sep 01, 2020 to Oct 31, 2020 - Administration

Expanding student Logger use to log parent visits and concerns intended for the administration that could not be addressed at time of visit for future attention.

Oct 01, 2020 to Nov 30, 2020 - All staff members

Strategy 2

Establish a MTSS Team with BHT liaison

Jul 01, 2020 to Jul 31, 2020 - Administration

Create a problem solving process that includes a tiering criteria (ex: include in Volta Handbook)

Aug 01, 2020 to Sep 30, 2020 - Admin and MTSS Team

MTSS provide PD on the problem solving process

Oct 01, 2020 to Nov 30, 2020 - MTSS team and Network 1 support team

Teachers meeting during grade level meetings about a student with their data (with accommodations and support) to discuss next steps

- All teachers

Create a menu of support and resources for tier 1 small group

- MTSS Team

MTSS team establishes process for Tier 1 to Tier 2 (ex: include standard notecatcher, process for teacher data analysis)

-

MTSS team will analyze school wide data quarterly

-

MTSS team will establish Tier 2 and Tier 3 entry, exit, and continuation criteria to guide decision for student interventions.

-

Identify and implement use of progress monitoring tools.

-

Identify roles and responsibilities of delivery of Tier 2 and 3 interventions

-

Strategy 3

Create a needs assessment of current curriculum materials available and what current grade level teams do curricularly for each subject matter.

Aug 01, 2020 to Sep 30, 2020 - Administration and CIWP team

Create a general framework of expectations for curriculum mapping (inclusive of unit plan template?)

Aug 01, 2020 to Sep 30, 2020 - Administration and CIWP team

Identify professional learning/support/PD that is needed (ex: unpacking standards, curriculum mapping, unit planning)--possible outside vendor

Aug 01, 2020 to Sep 30, 2020 - Administration and CIWP team with all staff feedback

Create content curricular teams with grade band reps.

Nov 01, 2020 to Nov 30, 2020 - Administration and CIWP team

Create a schedule of dedicated time for teachers as grade level teams to unpack grade level standards and focus on curriculum maps

Aug 01, 2020 to Aug 31, 2020 - Administration and CIWP team

Strategy 4

To establish a select team e.g PBIS / sub committee that include: Potentially -YIS (Youth Intervention Specialist), rep from each grade band, recess team, enrichment, and from Parent mentor group

Aug 01, 2020 to Aug 31, 2020 - Administration/PBIS

The team will review current material available to utilize at the school to implement with fidelity: Second Step Anti-Bullying program Calm Classroom Student Rights and Responsibilities Transitions (schoolwide) Champs

Aug 01, 2020 to Oct 31, 2020 - PBIS/Sub Committee

The team will analyze and provide suggestions/next steps (ex: PD for teachers and extended PD for support staff)

Aug 01, 2020 to Oct 31, 2020 - PBIS/Sub Committee

Provide a school-wide written framework to support all stake holders

Nov 01, 2020 to Nov 30, 2020 - Admin/PBIS/Sub Committee

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.

For BOY, MOY and EOY, School Administration reviews data provided by the Network Data Strategist and reviews with teachers during Professional Development days and during grade-level meetings. Review, analyzation and collaborative discussion utilizing the MTSS Problem Solving Process is used.

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

School Administration and staff utilize the MTSS Problem Solving Process to identify root causes and effective strategies to utilize in increasing student achievement. Our Behavioral Health Team meets to review resources to support Tier 2 and Tier 3 students in social emotional well-being.

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.

School staff utilize small group instruction to meet the needs of all students. Teachers differentiate lessons based on skill needs of students and provide necessary supports. Teachers utilize co-teaching strategies and partnerships with Diverse Learner teachers to meet the needs of students.

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).

School staff collaborate with Clinicians and School Counselor to identify supports for students who are low achieving and at risk. The Behavioral Health Team meets to discuss Tier 2 and Tier 3 supports for students. Outside partnerships with Lutheran Social Services and Albany Park Community Center provide additional social work/therapy for students who are most in need.

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

New staff are invited to partake in New Staff Meetings to help support one another and build community. New job postings are shared with current staff members for recommendations. School Administration collaborates with university-partners to recruit recent graduates and student teachers.

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.

Staff are encouraged to attend all District and Network Professional Development offerings, such as: ODLSS, OLCE, Network/District Learning Summits. Staff are also encouraged to attend outside Professional Development that relates to their teaching context, such as: ISBE PD sessions for ELs, Physical Education PDs, Arts PD, and Illinois Resource Center.

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

The school collaborates with Family Focus, our after school program to offer additional family events. The Parent Mentor Program in collaboration with Family Focus and the Logan Square Neighborhood Association, aims to increase teacher and parent relationships with supporting students' academically and socially.

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.

Pre-School children and families are supported by the classroom teacher, bilingual coordinators, and teaching assistants.

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.

Teachers vote on the Assessments used each year that are within their control. Teachers are encouraged to use a variety of curriculum based assessments as well as formative and informal assessments with their units of study.

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 school staff reviews data throughout the school year at specific intervals- BOY, MOY and EOY as well as progress reports and report cards. Data is reviewed at grade level meetings using instructional protocols to identify root causes and effective strategies and interventions to improve student success.

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 school staff utilize several partnerships to meet the needs of our students- some of which include: Communities in Schools, Albany Park Community Center, North River Commission, Lutheran Social Services.

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.

Volta School will distribute the current policy to all parents at the beginning of the school year at the Annual Title 1 Principal and Organizational PAC/BAC Meetings in Sept/Oct 2020. The School will receive input, suggestions and feedback from parents at these meetings as well as during Local School Council Meetings. Volta will receive input, suggestions and feedback from parents in the course of implementing and monitoring the Continuous Work Improvement Plan throughout the 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

Volta School we will hold our Annual Title 1 Meeting and PAC Organizational Meeting in Sept/Oct 2020. At this meeting we will inform the parents of the Title 1 funds and the dates for subsequent Title 1 meetings. Parents will vote for the PAC officers. The Annual BAC Organizational Meeting and officer elections will also be held in Sept/Oct 2020. The school will post a notice and an agenda for these three meetings on the school's main door 48 hours before the meetings. Notices will be sent home 7 days in advance.

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.

Volta School will respond to individual parents who submit suggestions or questions within 1 week of receipt of the suggestion/comment by the school's principal. The principal will provide verbal responses at Local School Council Meetings, Title 1/PAC meetings and BAC meetings, or other individual or collective meetings with parents, as needed. Parents are encouraged to provide feedback after the parent meetings and to schedule individual meetings with the Principal to share concerns and feedback.

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.

Volta School will distribute and explain to each parent via a report provided by the Illinois State Board of Education of their child's individual performance on the PARCC assessment and NWEA/MAP in Math and Reading when available and at report card pick up, parent meetings and individual meetings. We will share instructions on how to interpret the PARCC and NWEA/MAP scores in Math and Reading with parents.

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.

Volta School will send a notice/letter to each parent/guardian's home. The notice will be sent with the student by regular and/or certified U.S. Mail to the parent's address. It will notify them if their child is taught by a teacher who is not 'highly qualified' as defined in the Title I Final Regulations.

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.

Volta School staff will communicate about state standards and academic assessments at multiple points during the school year. For example, during Open House and Report Card pick-up. PAC and BAC officers will be invited to training sessions organized by the Network Office and Central Office where they'll learn about these topics. We'll employ existing strategies and develop new ones to increase parental involvement in supporting their children's academic progress, such as volunteering at school, serving on the Local School Council or attending Local School

Council meetings, and serving on or participating in the Parent Advisory Council and Bilingual Advisory Council. Volta staff will use Parent Portal to communicate with parents about student academic progress. Volta will post important information on the school website, and will send informational handouts distributed at Parent Advisory Council meetings, Bilingual Advisory Council meetings and Local School Council meetings.

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.

Volta School will provide information, resources, materials and training to help parents work with their children to improve their academic achievement. They will receive this training at our Title 1/PAC meetings, BAC meetings as well as, at meetings organized by the Network and Central Offices. Classroom teachers will provide parents with information on classroom curriculum and contents for parent support at home. This will be done at the school's Open House at the beginning of the school year and on Report Card Pick-up Days. This information will be continually be provided to parents via teacher phone calls, emails and on the school website throughout the year. Volta School will conduct curriculum-related events every year such as History Fair; Science Fair; Music Concerts, educational field trips, and other cultural activities that will educate and build collaboration with our parents. We will provide parents with information and resources through the school's website on supporting student success, interpreting data, and supporting learning. We will provide parents with information about individual students' academic progress in accordance with the Elementary or High School Promotion policies, as applicable.

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.

Volta School will collaborate with representatives on the LSC, PAC, and BAC regarding ways to improve communication and collaboration between families and staff members. The Parent Volunteer Coordinator will provide access and avenues to bring parent volunteers into classroom activities and school community events. In addition, Volta will continue its partnership with Family Focus which promotes parental involvement and collaboration.

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.

Volta School will establish and support an LSC, PAC and BAC that will meet regularly and will work towards children succeeding academically and socially. We will have a strong Parent Volunteer Program at our school and offering parents the opportunity to volunteer at school, even if they are limited in English. We

will work to learn of the needs of our parent population through collaboration with representatives from the LSC, PAC and BAC. We will continue translating important documents in Spanish, Gujarati, and Arabic as another support. Volta will collaborate with neighborhood resources such as Albany Park Community Center, Lutheran Social Services, Family Focus, and the North River Commission to get access to parent and outreach programs that are available to community residents.

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.

Volta School will send home all meeting notices in four major languages: English, Spanish, Gujarati, and Arabic. Personal phone calls are made to parents in Spanish, Gujarati, and Arabic to inform them of all parent meetings or major events at our school. All the information given to the parents at all the meetings/trainings are translated in Spanish, Gujarati, and Arabic.

Policy Implementation Activities

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

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

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

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

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

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.)

Volta Elementary School builds upon the talents and cultural capital of all students by providing rigorous instruction that prepares them for college, careers and the global workforce. Within a safe and supportive community, we use language and culture to build internal capacity, tolerance and a global appreciation for the contributions of others. It is our mission to ensure that all students are equipped to succeed in, and contribute to, the world they will inherit.

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.

The school will hold parent teacher conferences at the two CPS designated Report Card Pick-up Days. Conferences will also be held when requested either by the teacher or the parent at the convenience of the parent and teacher.

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

The parents will receive their child's 5 week Progress Report four times from all teachers, General Ed., Special Ed., and Bilingual. Parents of students in grades 3-8 will also get their children's NWEA/MAP results. Parents will get their child's Report Card/Progress Report four times a year. Support in using Parent Portal will be provided several times during the year, allowing parents to access their child's grades on a daily basis.

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

Parents will be able to meet their child's teacher during their preparation period or before or after school depending on the teacher's availability. Parents will also be able to request a translator if they need to have one. We have available translators at Volta School who speak several languages spoken by our students and parents.

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.

At Volta School, there is a designated Volunteer Coordinator. He recruits parent volunteers and assists parents with the online application process. He coordinates with the teacher and volunteer based on volunteer available and the teacher(s) or the school needs. Parents are always welcome at Volta.

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

Parents are invited to attend parent meetings in which they will learn how to help their children at home with homework, Reading, Math etc; Parents are encouraged to stay in touch with the teachers in order to learn more about their children's homework and classwork, and are encouraged to sign up and utilize Parent Portal. Parents are encouraged to be available to their children at the end of each school day and help them in any way possible. This could include taking them to the library and asking for other people's assistance with things they'll need help with. Support in use of the Parent Portal will be offered throughout the year by Volta Staff members so that parents will be able to monitor their children's grades on a daily basis

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

Parents are invited to attend parent meetings such the LSC, PAC, BAC and Open House. Parents will learn about their child's educational programs and how to assist them in succeeding academically. They will also

attend teacher-parent and IEP meetings if required. With high levels of involvement, parents are able to fully participate in their children's educational process.

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).

- a) Students will come to school on time and on a regular basis.
- b) Students will follow the behavioral expectations set by the Volta CARES criteria (PBIS) as well as the expectations set in the classroom.
- d) Students will do homework every day and ask for help when needed.
- d) Students will read at least 30 minutes each day outside of the school time.
- e) Students will give parents or adults who are responsible for their welfare all the notices and information.
- f) Teachers will share standardized test goals with the students so that the students know what they need to accomplish in order to show maximum growth and achievement.

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.

The elected Officers of the BAC and PAC will review the allocated budget and discuss any changes that they would like to make. The elected Officers will communicate the changes to the School Principal for transfer of funds approved by the Local School Council. The funds within the parent budget will be spent as suggested by the elected Officers of the BAC and PAC.

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.	\$1000.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1369.00
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.	\$2500.00
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