Claremont Academy Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/26/2020	K. Adams, K. Buckles, S. Griffin, C. Jimenez, and M. Padezanin	Purpose, Areas of Critical Need, Review SEF Survey
03/06/2020	K. Adams, K. Buckles, S. Butler-Jones, M. Dooey, S. Griffin, C. Jimenez, M. Padezanin, C. Weaver, K. Webster, C. Williams	SEF Survey and Inconsistencies, Review NWEA MOY Response Report, Review NWEA trands by grade, Rate Critical Areas of Need
03/16/2020	K. Adams, K. Buckles, M. Dooey, S. Griffin, C. Jimenez, M. Padezanin, C. Weaver, K. Webster, C. Williams	Review Data from Vision Portal
03/30/2020	K. Adams, K. Buckles, M. Dooey, S. Griffin, C. Jimenez, M. Padezanin, C. Weaver, K. Webster, C. Williams	Rate Critical Areas of Need and Root Cause Analysis

Date	Participants	Topic
04/15/2020	K. Adams, K. Buckles, M. Dooey, S. Griffin, C. Jimenez, M. Padezanin, C. Weaver, K. Webster, C. Wiliams	Root Cause Analysis and Develop Strategies
04/29/2020	K. Adams, K. Buckles, M. Dooey, S. Griffin, C. Jimenez, M. Padezanin, C. Weaver, K. Webster, C. WIlliams	Review and develop action steps to align with strategies

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence**:

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
  - 4 Curriculum is aligned to expectations of the standards
  - 1 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**:
- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 1 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
  - 2 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 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**:
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 2 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 1 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust

- o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
- o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)

- o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 3 Partner equitably with parents speaking languages other than English
- o 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**:

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Reading Attainment
Root Cause 1	Literacy teachers are not using assessment data to group students and plan standards-based instruction to close student learning gaps in order to move student achievement.
Area of Critical Need 1	Math Attainment
Root Cause 2	Math teachers are not using assessment data to plan standards-based instruction and tasks, and small group instruction in the Math Block in order to move student achievement.
Area of Critical Need 3	Culture and Climate
Root Cause 3	Parents and students are unaware as to how to be successful both academically as well as socially and emotionally in school.

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
Vision: Attendance Rate I chose this metric because it is an area that the school has traditionally had to focus on and has been even more challenging this year due to teacher stoppage and school closures.	Overall		95.00	96.00
Vision: NWEA Attainment G2-8 (Math) Based on the data from the vision board, Claremont students are showing growth, but still are far below when it comes to attainment rates.	Overall		40.00	45.00
	Students with IEPs		18.50	28.50
	Overall		45.30	48.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2-8 (Reading) Based on the data from the vision board, Claremont students are showing growth, but still are far below when it comes to attainment rates.	Students with IEPs		14.60	24.60
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Literacy teachers use assessment data to group students and plan standards-based instruction to close student learning gaps in order to move student achievement,
Then we see...	every student engaged in cognitively demanding tasks appropriate for their grade and instructional level, differentiation based on current data, and research-based multi-tiered interventions and monitoring for at-risk students,
which leads to...	60% of our K-2 students at or above F&P grade expectations, and attainment at 48% overall and 25% attainment for DL students.
Budget Description	

Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring
Action steps	(Not started) K-2 teachers will create a schedule of monthly PM .On-going progress monitoring for students in far-below (red) every two weeks, below (yellow) students monthly, and at/above (green/blue) as needed. LLI kits will be used for additional literacy instructional groups for Tier 2 and 3 support. Data meetings, with teachers, admin and coach, held every five weeks to review PM schedule, student progress and planning for student groups. Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring (Not started) K-2 will use BAS assessments three times per year (BOY, MOY, EOY) to measure growth of students and plan for Guided Reading groups. Tags:Assessment: Balanced Assessment and Grading (Not started) Grade 3-8 Lit teachers will use NWEA assessments data to plan for instructional grouping. Additional assessments, such as CPS Checkpoints, will be used to assess mastery and plan for small group and tiered instruction.LLI kits will be used for remediation and tiered intervention groups. Tags:Balanced Assessment and Grading, MTSS: Curriculum & Instruction (Not started) Literacy Grade Level meetings, with Gen Ed and DL teachers, held every two weeks to review student work and deep-dive into the assessed standard. Teachers will review the task/assessment and student mastery. Teachers will create a reteach plan/group for students that did not master the task as well as enrichment activities for those that mastered the task. Admin and/or Lit Coach will observe reteach lesson and provide feedback at least once per month per teacher. Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) To assist with intervention, specifically intensive work with Diverse Learners there will be ongoing use of Leveled Literacy Intervention (LLI). Teachers will intervene with small groups of struggling readers to maximize growth. LLI Materials are aligned with CCSS, and are essential tools for providing a balanced literacy instruction. Tags:MTSS: Curriculum & Instruction (Not started) Conduct weekly classroom observations to monitor instruction, small group and differentiated instruction and the effective use of a wide variety of questioning techniques and assessments that supports the Balanced Literacy Framework. Coaching conversations and feedback will follow observations. This includes providing teachers the opportunities to observe the instructional practices and strategies of their colleagues to facilitate collaboration and

coherence across grade levels. Lit Coach will model best instructional practices when necessary.

Tags:Leadership for Continuous Improvement, Instruction

- (Not started) Provide students with additional opportunities for remediation and enrichment through Before and After School programming, including Saturday. Data from NWEA, Off-Track, and classroom assessments will drive the programs' content and student participation. Teachers will gauge student progress by administering pre and post assessments.

  Tags:MTSS, MTSS: Progress Monitoring

- (Not started) Use of the UbD format for planning units that begin with creating assessments before planning instruction. Literacy teachers, with the DL teacher, will plan every five weeks in grade level bands with teachers from the two other STEM Magnet Schools, Golden Apple coaches and STEM coaches to integrate the plans to include the STEM instructional standards, a variety of texts and varied types of assessments throughout the unit to check for student mastery. Units will include modifications for DL students.

  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) Provide PLC opportunities to extend the use of technology in instruction to differentiate, assess, and provide literacy enrichment and skills development. As well as providing alternative project-based assessments that provide for increased integration of the STEM standards of instruction. Implementation will be monitored by the STEM Tech and Interventionist.

  Tags:Structure for Continuous Improvement, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) Provide on-going Professional Develop on STEM instructional standards and implementing the STEM philosophies in instructional planning and instructional practices. Further develop and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating STEM in literacy instruction.

  Tags:STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) Conduct monthly mini Instructional Core Walk that involves teachers to identify trends in student engagement and assessment. Particular focus will be on the teacher's immediate feedback to students and the level of questioning to improve student discourse that will provide opportunities for teachers to gauge student understanding of the standards. Mini Walks will involve different teachers and members of the ILT. Trends will be shared to the staff and the ILT will work with Admin Team to plan professional learning to improve instruction.

	Tags:Leadership for Continuous Improvement
	• (Not started) Students attend and participate in activities, events and programs to support and enrich literacy units. Tags:Literacy: Key Practice #4-Authentic Learning Experiences • (Not started) Provide on-going Professional Develop on STEM and Network Initiatives (after school, during grade level meeting, flex PD days, as well as teacher institute days). Tags:STE(A)M Schools: Instructional Approach (SSS4) • (Not started) Review Off-Track data every four to five weeks (At weeks four and nine). Teachers will reflect on the student levels, what interventions are needed to move students to a higher level, and create individual and small group plan to move student achievement. Tags:Instruction, MTSS

Strategy 2

If we do...	Math teachers use assessment data to plan standards-based instruction and tasks, and small group instruction in the Math Block in order to move student achievement,
Then we see...	every student engaged in cognitively demanding tasks appropriate for their grade and instructional level, differentiation based on current data, and research-based multi-tiered interventions and monitoring for at-risk students
which leads to...	math overall attainment at 45% and DL attainment at 28.5%
Budget Description	
Tags	Instruction, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Math: Rigorous Tasks, Math: Curriculum
Action steps	• (Not started) Use of on-going assessments (pre, post, interim, post, formative and summative) that are thought-provoking and challenging and include questions that demonstrate high cognitive demand. Include special education teachers for modifications of assessments for DL and EL students. Use assessments to monitor progress, drive instructional decisions and gauge student learning. Create action plans for students that are not meeting standards. Tags:MTSS: Progress Monitoring, ODLSS: Instructional Quality, Math: Rigorous Tasks, Math: Formative Assessment • (Not started) Provide students with additional opportunities for remediation and enrichment through morning programs and Saturday school programs. Use of

data from NWEA, Off-Track, Report Cards and student assessments to drive the program content and student involvement.Teachers will gauge student progress by administering pre and post assessments.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Fidelity of Implementation

- (Not started) Conduct weekly classroom observations to monitor implementation of the Math Block, Math instruction, small group and differentiated instruction and the effective use of a wide variety of questioning techniques and assessments that supports Math achievement. Coaching conversations and feedback will follow observations. This includes providing teachers the opportunities to observe the instructional practices and strategies of their colleagues to facilitate collaboration and coherence across grade levels. Modeling of best instructional practices will occur when necessary.

  Tags:Leadership for Continuous Improvement, Instruction

- (Not started) Use of technology to differentiate, assess, and provide practice of math skills, and to allow for the STEM instructional standards during classroom learning.

  Tags:STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) Creation of a STEM Family Night to engage members of the student population as well as the community to engage in math, science and engineering related activities to increase knowledge and understanding of how they inter-related and seen in the home and community.

  Tags:STE(A)M Schools: Family & Community Engagement (SSS7)

- (Not started) Maintain Algebra for Middle Grades Students program to prepare students for high school mathematics.

  Tags:STE(A)M Schools: Institutional Capacity (SSS3)

- (Not started) Provide on-going Professional Develop on STEM and Network Initiatives (after school, during grade level meeting, flex PD days, as well as teacher institute days).

  Tags:Structure for Continuous Improvement

- (Not started) Conduct monthly mini Instructional Core Walk that involves teachers to identify trends in student engagement and assessment. Particular focus will be on the teacher's immediate feedback to students and the level of questioning to improve student discourse that will provide opportunities for teachers to gauge student understanding of the standards. Mini Walks will involve different teachers and members of the ILT. Trends will be shared to the staff and the ILT will work with Admin Team to plan professional learning to improve instruction.

Tags:Structure for Continuous Improvement, Math: Student Discourse

- (Not started) Bi-weekly grade level meetings, with Gen Ed and DL teachers, that include reviewing CCSS standards, looking at student work to ensure mastery and proper alignment to the standard, and using this data to evaluate student mastery and planning for reteaching and tiering for students with learning gaps.

  Tags:Instruction, Math: Rigorous Tasks

- (Not started) Provide teachers with opportunities to observe the instructional practices and strategies of other classroom teachers to facilitate collaboration across grade levels.

  Tags:Instruction

- (Not started) Create and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating math into STEM activities.

  Tags:STE(A)M Schools: School Structures & Culture (SSS2)

- (Not started) Participate in ongoing Professional Developing and PLC meetings for teachers & leadership on technical skills, instructional strategies, STEM instructions, and teacher selected programs/skills.

  Tags:Structure for Continuous Improvement, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) Review Off-Track data every four to five weeks (At weeks four and nine). Teachers will reflect on the student levels, what interventions are needed to move students to a higher level, and create individual and small group plan to move student achievement.

  Tags:MTSS: Curriculum & Instruction

- (Not started) Use of the UbD format for planning units that begin with creating assessments before planning instruction. Math teachers, with the DL teacher, will plan every five weeks in grade level bands with teachers from the two other STEM Magnet Schools, Golden Apple coaches and STEM coaches to integrate the plans to include the STEM instructional standards and varied types of assessments throughout the unit to check for student mastery. Units will include modifications for DL students.

  Tags:STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: K-12 Program of Study (SSS5)

Strategy 3

If we do...	create a school culture and climate of high academic and behavior expectations, meet the social and emotional needs of all of our students, and foster a sense of community among staff, students and families
Then we see...	a partnership among all stakeholders with greater connectivity to the school, an environment where students feel safe to learn and develop, and opportunities for students and families to engage in activities in the school community
which leads to...	an increase in attendance to 96%, increase in parent participation and volunteering in the school, and a decrease by 10% in student misconducts.
Budget Description	
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	• (Not started) SEL coach and Culture and Climate Committee (CCC) will meet monthly. CCC will develop a program for weekly incentives as well as quarterly reward assemblies. Tags:OSEL: Supportive School Environment • (Not started) Culture and Climate Committee (CCC) will identify relevant data (discipline referrals) and a system for analysis. Data will be used to create quarterly school-wide goals. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) CCC will organize assembly to introduce/review school-wide norms for shared spaces, such as the hallway, cafeteria and restrooms. Tags:OSEL: Supportive School Environment • (Not started) CCC will support teachers in teaching school-wide norms to students and monitoring the progress towards monthly goals. Tags:OSEL: Supportive School Environment • (Not started) SEL coach will support classroom teachers in the creation of classroom management plans and establishing classroom norms. Tags:OSEL: Supportive Classroom Environment • (Not started) SEL coach will support classroom teachers in the implementation of a SEL program (i.e. Second Step and/or Conscious Discipline) that supports students emotional well-being and develops their social-emotional skills.

Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) SEL coach will collaborate with CCC and counselor to examine SEL data and identify interventions for students requiring Tier 2 and Tier 3 supports.

  Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) SEL coach and counselor will collaborate with SouthWest Organization Project (SWOP) to extend SEL opportunities for students, especially those recommended for tiered supports.

  Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) STEM coaches will organize three Math/Science and STEM Family Nights throughout the year. Math/Science and STEM Family Nights will focus on activities that increase parents' knowledge of STEM and its impact in the home and community. Activities will give parents insight as to how to support STEM in the home environment.

  Tags:FACE2: Parent Engagement, STE(A)M Schools: Family & Community Engagement (SSS7)

- (Not started) Teachers and coaches will collaborate to organize quarterly Parent Connect workshops in order to foster a greater connections between home and school.

  Tags:FACE2: Parent Engagement

- (Not started) Teachers will communicate with parents through various modalities such as email, phone calls, Class Dojo, monthly newsletters and teacher webpage to ensure parents have opportunities to partner with teachers in their child's education.

  Tags:FACE2: Parent Engagement

- (Not started) SEL coach and counselor will collaborate with SWOP to increase parent volunteers. Provide parents with training so that they can be effective as instructional tutors in the classroom.

  Tags:FACE2: Parent Engagement

- (Not started) Counselor and classroom teachers will establish school-wide and classroom incentives to promote increased attendance.

  Tags:OSSE: Attendance & Truancy

	• (Not started) The school counselor will monitor chronically truant and chronically absent students in dashboard. Identify tiered supports for students that are chronically truant.
	Tags:OSSE: Attendance & Truancy
	• (Not started) Kindergarten and 8th grade students and parents will sign a contract detailing expectations for attendance.
	Tags:OSSE: Attendance & Truancy
	• (Not started) Monitor off track attendance data, and create action plans with weekly and monthly goals for students that are off-track. Provide tiered supports for students showing high rates of absenteeism.
	Tags:OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy
	• (Not started) Compare tardy list to ASPEN absent list daily.
	Tags:OSSE: Attendance & Truancy
	• (Not started) SEL coach and counselor will collaborate with SWOP to identify and make community resources (i.e. mental health, immigration services, health services) accessible to families requiring additional supports.
	Tags:FACE2: Community Partnerships

Strategy 4

If we do...	implement an effective SEL teir I curriculum that contributes towards creating a school culture and climate that fosters a sense of community among staff, students and families as well as provide families with frequent, high-quality opportunities to participate in authentic and engaging activities in the school community
Then we see...	a partnership among all stakeholders which fosters a greater connectivity to the school and an environment where students feel safe
which leads to...	an increase in student achievement as well as student attendance rates with a decrease in student misconducts.
Budget Description	
Tags	MTSS: Family and Community Engagement, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	

Action Plan

Strategy 1

K-2 teachers will create a schedule of monthly PM .On-going progress monitoring for students in far-below (red) every two weeks, below (yellow) students monthly, and at/above (green/blue) as needed. LLI kits will be used for additional literacy instructional groups for Tier 2 and 3 support. Data meetings, with teachers, admin and coach, held every five weeks to review PM schedule, student progress and planning for student groups.

Sep 01, 2020 to Jun 11, 2021 - Teachers, Admin, Lit Coach

K-2 will use BAS assessments three times per year (BOY, MOY, EOY) to measure growth of students and plan for Guided Reading groups.

Sep 01, 2020 to Jun 11, 2021 - Teachers

Grade 3-8 Lit teachers will use NWEA assessments data to plan for instructional grouping. Additional assessments, such as CPS Checkpoints, will be used to assess mastery and plan for small group and tiered instruction.LLI kits will be used for remediation and tiered intervention groups.

Sep 01, 2020 to Jun 11, 2021 - Teachers, Admin., Literacy Coach

Literacy Grade Level meetings, with Gen Ed and DL teachers, held every two weeks to review student work and deep-dive into the assessed standard. Teachers will review the task/assessment and student mastery. Teachers will create a reteach plan/group for students that did not master the task as well as enrichment activities for those that mastered the task. Admin and/or Lit Coach will observe reteach lesson and provide feedback at least once per month per teacher.

Sep 01, 2020 to Jun 11, 2021 - Admin, Lit Coaces and Teachers

To assist with intervention, specifically intensive work with Diverse Learners there will be ongoing use of Leveled Literacy Intervention (LLI). Teachers will intervene with small groups of struggling readers to maximize growth. LLI Materials are aligned with CCSS, and are essential tools for providing a balanced literacy instruction.

Sep 01, 2020 to Jun 11, 2021 - DL Teachers, Literacy Coach, Case Manager, Administrators

Conduct weekly classroom observations to monitor instruction, small group and differentiated instruction and the effective use of a wide variety of questioning techniques and assessments that supports the Balanced Literacy Framework. Coaching conversations and feedback will follow observations. This includes providing teachers the opportunities to observe the instructional practices and strategies of their colleagues to facilitate collaboration and coherence across grade levels. Lit Coach will model best instructional practices when necessary.

Sep 01, 2020 to Jun 11, 2021 - Teachers, Literacy Coach, Administrators

Provide students with additional opportunities for remediation and enrichment through Before and After School programming, including Saturday. Data from NWEA, Off-Track, and classroom assessments will drive the programs' content and student participation. Teachers will gauge student progress by administering pre and post assessments.

Sep 01, 2020 to Jun 11, 2021 - Teachers, Literacy Coach and Admin

Use of the UbD format for planning units that begin with creating assessments before planning instruction. Literacy teachers, with the DL teacher, will plan every five weeks in grade level bands with teachers from the two other STEM Magnet Schools, Golden Apple coaches and STEM coaches to integrate the plans to include the STEM instructional standards, a variety of texts and varied types of assessments throughout the unit to check for student mastery. Units will include modifications for DL students.

Sep 01, 2020 to Jun 11, 2021 - Teachers, Literacy Coach, STEM Coaches, Admin

Provide PLC opportunities to extend the use of technology in instruction to differentiate, assess, and provide literacy enrichment and skills development. As well as providing alternative project-based assessments that provide for increased integration of the STEM standards of instruction. Implementation will be monitored by the STEM Tech and Interventionist.

Sep 01, 2020 to Jun 11, 2021 - STEM coaches and Teachers

Provide on-going Professional Develop on STEM instructional standards and implementing the STEM philosophies in instructional planning and instructional practices. Further develop and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating STEM in literacy instruction.

Sep 01, 2020 to Jun 11, 2021 - STEM coaches

Conduct monthly mini Instructional Core Walk that involves teachers to identify trends in student engagement and assessment. Particular focus will be on the teacher's immediate feedback to students and the level of questioning to improve student discourse that will provide opportunities for teachers to gauge student understanding of the standards. Mini Walks will involve different teachers and members of the ILT. Trends will be shared to the staff and the ILT will work with Admin Team to plan professional learning to improve instruction.

Sep 01, 2020 to Jun 11, 2021 - Teachers, ILT, Admin and Coaches

Students attend and participate in activities, events and programs to support and enrich literacy units.

Sep 01, 2020 to Jun 11, 2021 - Teachers

Provide on-going Professional Develop on STEM and Network Initiatives (after school, during grade level meeting, flex PD days, as well as teacher institute days).

Sep 01, 2020 to Jun 11, 2021 - Administrators and coaches

Review Off-Track data every four to five weeks (At weeks four and nine). Teachers will reflect on the student levels, what interventions are needed to move students to a higher level, and create individual and small group plan to move student achievement.

Sep 01, 2020 to Jun 11, 2021 - Teachers, Admin and counselor

Strategy 2

Use of on-going assessments (pre, post, interim, post, formative and summative) that are thought-provoking and challenging and include questions that demonstrate high cognitive demand. Include special education teachers for modifications of assessments for DL and EL students. Use assessments to monitor progress, drive instructional decisions and gauge student learning. Create action plans for students that are not meeting standards.

Sep 01, 2020 to Jun 11, 2021 - Teachers, STEM coach and administrators

Provide students with additional opportunities for remediation and enrichment through morning programs and Saturday school programs. Use of data from NWEA, Off-Track, Report Cards and student assessments to drive the program content and student involvement.Teachers will gauge student progress by administering pre and post assessments.

Sep 01, 2020 to Jun 11, 2021 - Teacher, STEM coach and administrators

Conduct weekly classroom observations to monitor implementation of the Math Block, Math instruction, small group and differentiated instruction and the effective use of a wide variety of questioning techniques and assessments that supports Math achievement. Coaching conversations and feedback will follow observations. This includes providing teachers the opportunities to observe the instructional practices and strategies of their colleagues to facilitate collaboration and coherence across grade levels. Modeling of best instructional practices will occur when necessary.

Sep 01, 2020 to Jun 11, 2021 - STEM coach and administrators

Use of technology to differentiate, assess, and provide practice of math skills, and to allow for the STEM instructional standards during classroom learning.

Sep 01, 2020 to Jun 11, 2021 - Teachers, STEM coach and administration

Creation of a STEM Family Night to engage members of the student population as well as the community to engage in math, science and engineering related activities to increase knowledge and understanding of how they inter-related and seen in the home and community.

Sep 01, 2020 to Jun 11, 2021 - STEM Coaches

Maintain Algebra for Middle Grades Students program to prepare students for high school mathematics.

Sep 01, 2020 to Jun 11, 2021 - Administration

Provide on-going Professional Develop on STEM and Network Initiatives (after school, during grade level meeting, flex PD days, as well as teacher institute days).

Sep 01, 2020 to Jun 11, 2021 - Administrators and STEM coaches

Conduct monthly mini Instructional Core Walk that involves teachers to identify trends in student engagement and assessment. Particular focus will be on the teacher's immediate feedback to students and the level of questioning to improve student discourse that will provide opportunities for teachers to gauge student understanding of the standards. Mini Walks will involve different teachers and members of the ILT. Trends will be shared to the staff and the ILT will work with Admin Team to plan professional learning to improve instruction.

Sep 01, 2020 to Jun 11, 2021 - Teachers, ILT, administration and coaches

Bi-weekly grade level meetings, with Gen Ed and DL teachers, that include reviewing CCSS standards, looking at student work to ensure mastery and proper alignment to the standard, and using this data to evaluate student mastery and planning for reteaching and tiering for students with learning gaps.

Sep 01, 2020 to Jun 11, 2021 - STEM coach and administrators

Provide teachers with opportunities to observe the instructional practices and strategies of other classroom teachers to facilitate collaboration across grade levels.

Sep 01, 2020 to Jun 11, 2021 - STEM coaches

Create and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating math into STEM activities.

Sep 01, 2020 to Jun 11, 2021 - STEM coaches

Participate in ongoing Professional Developing and PLC meetings for teachers & leadership on technical skills, instructional strategies, STEM instructions, and teacher selected programs/skills.

Sep 01, 2020 to Jun 11, 2021 - STEM coaches and math coach

Review Off-Track data every four to five weeks (At weeks four and nine). Teachers will reflect on the student levels, what interventions are needed to move students to a higher level, and create individual and small group plan to move student achievement.

Sep 01, 2020 to Jun 11, 2021 - Teachers, administration and counselor

Use of the UbD format for planning units that begin with creating assessments before planning instruction. Math teachers, with the DL teacher, will plan every five weeks in grade level bands with teachers from the two other STEM Magnet Schools, Golden Apple coaches and STEM coaches to integrate the plans to include the STEM instructional standards and varied types of assessments throughout the unit to check for student mastery. Units will include modifications for DL students.

Sep 01, 2020 to Jun 11, 2021 - Teachers, STEM coaches and administrators

Strategy 3

SEL coach and Culture and Climate Committee (CCC) will meet monthly. CCC will develop a program for weekly incentives as well as quarterly reward assemblies.

Sep 01, 2020 to Oct 16, 2020 - SEL coach

Culture and Climate Committee (CCC) will identify relevant data (discipline referrals) and a system for analysis. Data will be used to create quarterly school-wide goals.

Sep 01, 2020 to Jun 11, 2021 - SEL coach and CCC

CCC will organize assembly to introduce/review school-wide norms for shared spaces, such as the hallway, cafeteria and restrooms.

- Assistant principal, SEL coach and CCC

CCC will support teachers in teaching school-wide norms to students and monitoring the progress towards monthly goals.

- SEL coach and CCC

SEL coach will support classroom teachers in the creation of classroom management plans and establishing classroom norms.

Sep 01, 2020 to Oct 16, 2020 - SEL coach

SEL coach will support classroom teachers in the implementation of a SEL program (i.e. Second Step and/or Conscious Discipline) that supports students emotional well-being and develops their social-emotional skills.

Sep 01, 2020 to Jun 11, 2021 - SEL coach

SEL coach will collaborate with CCC and counselor to examine SEL data and identify interventions for students requiring Tier 2 and Tier 3 supports.

Sep 01, 2020 to Jun 11, 2021 - SEL coach, CCC and counselor

SEL coach and counselor will collaborate with SouthWest Organization Project (SWOP) to extend SEL opportunities for students, especially those recommended for tiered supports.

Sep 01, 2020 to Jun 11, 2021 - SEL coach and counselor

STEM coaches will organize three Math/Science and STEM Family Nights throughout the year. Math/Science and STEM Family Nights will focus on activities that increase parents' knowledge of STEM and its impact in the home and community. Activities will give parents insight as to how to support STEM in the home environment.

Sep 01, 2020 to Jun 11, 2021 - STEM coaches

Teachers and coaches will collaborate to organize quarterly Parent Connect workshops in order to foster a greater connections between home and school.

Sep 01, 2020 to Jun 11, 2021 - Administration, teachers and coaches

Teachers will communicate with parents through various modalities such as email, phone calls, Class Dojo, monthly newsletters and teacher webpage to ensure parents have opportunities to partner with teachers in their child's education.

Sep 01, 2020 to Jun 11, 2021 - Administration, teachers and coaches

SEL coach and counselor will collaborate with SWOP to increase parent volunteers. Provide parents with training so that they can be effective as instructional tutors in the classroom.

Sep 01, 2020 to Jun 11, 2021 - Teachers, coaches and administration

Counselor and classroom teachers will establish school-wide and classroom incentives to promote increased attendance.

Sep 01, 2020 to Jun 11, 2021 - Counselor and teachers

The school counselor will monitor chronically truant and chronically absent students in dashboard. Identify tiered supports for students that are chronically truant.

Sep 01, 2020 to Jun 11, 2021 - Counselor

Kindergarten and 8th grade students and parents will sign a contract detailing expectations for attendance.

Sep 01, 2020 to Oct 16, 2020 - Classroom teachers and counselor

Monitor off track attendance data, and create action plans with weekly and monthly goals for students that are off-track. Provide tiered supports for students showing high rates of absenteeism.

Sep 01, 2020 to Jun 11, 2021 - Counselor, administration and teachers

Compare tardy list to ASPEN absent list daily.

Sep 01, 2020 to Jun 11, 2021 - Counselor and clerk

SEL coach and counselor will collaborate with SWOP to identify and make community resources (i.e. mental health, immigration services, health services) accessible to families requiring additional supports.

Sep 01, 2020 to Jun 11, 2021 - SEL coach and counselor

Strategy 4

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.

In conjunction with the Southwest Organization Project (SWOP) a needs assessment is distributed to every student and parent to address the social, economic and academic needs of the students. This data allows for the school administration, the Counselor and members of SWOP to identify the priority needs of the students. Academic needs are dealt with at the school level and other needs are supported through SWOP.

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

Teachers use frequent assessment data to identify learning gaps in student achievement. These gaps are met during small group and tiered instruction, MTSS data collection, and student participation in extended day learning opportunities. Students that are not making academic process are also referred to evaluation for diverse learning opportunities. All classrooms are lower than the CTU/CPS limit.

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.

Diverse learning teachers plan units with the general education teachers with modifications. This allows for more strategic differentiated grouping and tiered grouping. Students with skills gaps are referred to afterschool programs that are based on skill deficit areas that are based on the NWEA assessments. Schedules have been structured so all grade levels have a minimum of 90 minutes of Literacy and Math instruction. All classrooms are below the CTU/CPS limits.

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).

Claremont partners with SWOP and the Chicago Schools Initiative. Both of these programs offer social service assistance, metal and physical health resources, counseling, housing and economic supports. These supports help students and parents alleviate some of the distractors that are beyond the academic needs

of the students. We also provide parent mentoring that trains parents to work with small instructional groups in the school.

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

Teachers are recruited through the CPS talent department and are vetted through this process of checking backgrounds for highly-qualified candidates. A hiring committee is established to meet and interview teachers through a multi-step process including sample teaching lessons observed at the school. Another resource is through UTEP/UofC. These recruits are highly-qualified and have coaches that visit the classroom several times each week and provide coaching and feedback as well as meet with admin to coordinate supports.

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.

Claremont is a STEM Magnet School. This provides opportunities for STEM professional learning around the STEM Instructional standards to increase collaboration, creativity and problem-based learning. This includes the use of Kagen strategies with promote student discourse higher student accountability in sharing thought processes. These professional learning opportunities are for every staff member and include attendance at national content-based conferences.

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

Every teacher hosts a School-Home connection once per quarter. These are created as an interactive learning project, workshops to helping students at home, a review of curriculum or make-and-take activities. We offer four STEM Family nights where families participate in engineering and science-based learning. Through SWOP, our parents have the opportunity to work in the school leading small group instruction while receiving a stipend. We encourage parents to come to the school by asking for a 'bring-one' to the parents. The parents that are involved in the BAC and PAC are asked to bring one parent along the next time as a way to increase parent participation. Our partnership with CIS and the YMCA provides parent workshops and trainings around financial literacy, exercise classes, computer literacy and more.

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.

Every preschool student at Claremont works directly with the teacher, teacher assistant and the Counselor to ensure they properly apply and register into our Kindergarten program. We also offer Step-Up to Kindergarten. This is a free summer program that works on basic skills necessary for Kindergarten success and to decrease summer learning loss.

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 create their own summative performance assessments for instructional units. They also use summative assessments throughout the unit and daily to plan for instruction. Teachers have the option to use the CPS CheckPoint Assessment Program to create student assessments. Each year, the Counselor and the teachers develop and vote on the assessments that students will take during the year regarding K-2 and 3-8 Math and Literacy.

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.

Bi-weekly content meetings are held in which teachers review assessments and plan for reteaching opportunities for students that have not mastered the standard assessed. In addition, student on-track data is reviewed every five weeks. During this data review, teachers, administration and the counselor review student data. Students are recommended for extended day learning, Those students that continually struggle are tracked through the MTSS process. If students have shown no or little academic progress, student is then recommended for diverse learning supports and evaluation.

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.

We provide a full-day Early Childhood Program and through ECE we provide opportunities for parents to meet for monthly parent meetings around nutrition, academic supports and well-being. The partnership with SWOP provides family support around housing, financial security, employment, immigration, adult learning and social services. Our parents and families also receive additional resources through a partnership with Metropolitan Family Services.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents will attend a meeting in September/October to review and discuss: Title I CIWP design, Parent involvement budget plan, school's parent involvement policy, school's entire Title I budget, district parent involvement policy, CPS's Title I parent involvement guidelines and complete the Title I evaluation and accountability form.

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

Parents will receive information about Title I funds at the first NCLB PAC meeting which is held late September. The Title I informational meeting and the PAC Organizational meeting will be held on the same day. Parent meetings will occur monthly throughout the school year. Information regarding the meeting dates and times will be sent home via fliers as well as posted on the website and on the monthly calendar.

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.

Monthly meetings will be held. A consultant will work with parents. At the first meeting, parents are surveyed on the types of meetings/workshops that would be most beneficial for them. Consultant will work with the PAC to develop a schedule of meeting dates, plan agendas, contact desired speakers or organizations and then disseminate information. Coordination with CSI organizations, SWOP and BAC allows for more outreach.

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.

When NWEA and IAR reports become available, information of their child's performance in reading, math and science is sent home with each student. In addition to the report of student achievement it will also contain an explanation for how to read and understand the report. Teachers also host workshops on data and ways to assist at home.

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.

CPS, along with ISBE send notification to the schools of teachers that are not highly-qualified. Along with this comes letters to send home to parents.

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.

Consultant, along with the principal and school staff, will provide a meeting to explain the state's academic content standards, the state's student academic achievement standards, how to read state and local academic assessments and how to use technology to monitor their child's progress. Parent meetings by classroom teachers also cover the standards, how to access student progress through the parent portal, and how to help their child at home.

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.

Consultant will provide information, resources, materials and training to assist parents in working with their child to improve their academic achievement. Consultants, CIS staff and school staff members will work with parents in local libraries and the computer lab to assist with technology. School will provide "give-aways" as an incentive to increase parent participation. The school will host several family nights, which will involve participation from students, staff and families. This will increase connection to the school. Teachers will also host quarterly Home-School Connection meetings and and workshops. Parents are encouraged to volunteer at the school. Parent Mentoring Program provides parent training on working with small groups of students and will receive a stipend.

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.

Consultant will work with parents on how to reach out to the school as an equal partner in their child's education, take suggestions from parents as how to build parent participation, and how to reach reach out to community organizations for support. Workshops will focus on parents as stakeholders, and how to assist students in improving their academic success. The school will provide strategies on homework help and a conducive environment for completing homework and school projects. Teachers will build connections to parents through monthly newsletters, website pages and quarterly Home-School Connection meetings.

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

The Claremont Head Start program offers monthly parent workshops. These workshops include assisting their child at home, health and nutrition programs, medical assistance and other supports. Good attendance is strongly encouraged. Meetings with the Kindergarteners and parents assist with a smooth transition into the elementary program. PreK students are also part of Claremont's free medical immunization, dental visits, and hearing and vision screenings.

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.

Information regarding parent programs, meetings and other activities are listed on a monthly calendar, on the website, and announce during daily announcements. Flyers for NCLB PAC meetings are passed out with specific details of the workshop provided. Materials are sent home in English and in Spanish.

Policy Implementation Activities

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

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) Students from grades 3-8 are departmentalized. Teachers who are highly-qualified in each subject are instruct students in that content. Teachers provide a high-quality curriculum and instruction that promotes critical thinking, problem-solving and collaboration. Students are given opportunities that will make them well-suited for the technological, global community and 21st century careers.
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. CPS schedules two parent-teacher conferences each year-at the end of quarter one and quarter three (FY21 Nov 11 and Apr 21). Third, sixth and eighth grade teachers also schedule a meeting to discuss CPS promotion policies at the benchmark grades. Teachers and staff also reach out to parents regularly to discuss the academic progress of the students through class dojo, quarterly home-school connection, phone calls, and emails.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Teachers and staff reach out to parents regularly to discuss the academic progress of the students through class dojo, individual conferences, quarterly home-school connection, phone calls, and emails to discuss academic, behavior and attendance progress. Teacher-parent conferences are held when students are in jeopardy of failing subjects, have poor attendance or have behavior/social concerns. Parents are encouraged to monitor their child's grades throug the Parent Poratnl. Teachers have data meetings with parents to discuss NWEA and local assessment data, as well as goal-setting.

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

Teachers are available every morning before school. All staff emails are available through the Claremont website. Teachers are available for conferences before the start of the school day and during their preparation periods.

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 encouraged to volunteer in their child's classroom. Parents must fill out the volunteer forms and once approved, can volunteer at the school. Volunteer information is discussed at all parent meetings. Additional information is linked on the school website. Through SWOP select parents are trained to asses in the classrooms and receive a stipend.

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

The PAC and admin staff will assist parents in learning how to access their child's grades through the Claremont website and the Parent Portal. Workshops given by the teachers, SWOP, CIS (YMCA) will provide opportunities for parents to learn best ways to support student learning as well as provide resources to support the entire child and family.

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 can discuss various programs they would like to see at Claremont during LSC meetings, PAC and BAC meetings. Parents are always welcomed to reach out to teachers, staff and administration via email or requesting an appointment.

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).

Students are expected to have good attendance, positive attitude, and be prepared for learning.Students receive incentives for following all of the above. Each memebr of the admin team will monitor and mentor students that are not "on-track" and will create plans for success. Teachers and staff promote responsibilty and highly encourage students to follow all school policies and procedures.

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.

Increase parent participation at the school by attending workshops an assisting students at home, connecting to the school, and finding resources in the community to assist with healthy and safe lifestyles. Throughout the year, sessions will also help develop healthy habits and lifestyles for families.

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)	$3256.00
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 by used only by parents.	$0.00