

John C Dore Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	All Dore Teachers and Staff	SEF Evaluation and Completion
02/13/2020	CIWP Committee	Review SEF, Discuss Priorities, Set Meeting Dates
02/19/2020	Instructional Leadership Team	Review SEF
03/04/2020	Instructional Leadership Team	Based on SEF, create a list of recommendations for CIWP committee for priorities
03/07/2020	CIWP Committee	Identify Goals and Conduct Root Cause Analysis

Date	Participants	Topic
04/13/2020	CIWP Committee	Revisit Work and Revise
04/20/2020	CIWP Committee	Finalize Strategies and Brainstorm Action Steps
04/23/2020	CIWP Committee	Draft Action Steps
04/27/2020	CIWP Committee	Revise Action Steps

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 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
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Teacher and Staff feedback, 5Essentials data, Grade Level Meeting and PD agendas
- 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

- 2 Align the budget to the CIWP priorities and the mission of the school
- 2 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:** Teacher and Staff feedback, 5Essentials data, Grade Level Meeting and PD agendas

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
 - 2 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:** Teacher and Staff feedback, Grade Level Meeting and PD agendas
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 4 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
 - 4 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:** Teacher and Staff feedback, 5Essentials data
- 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
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 1 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
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Teacher and Staff feedback, 5Essentials data, Grade Level Meeting and PD agendas, SQRP, On-Track data
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 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)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 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:** Teacher and Staff feedback
- 2 - Transitions, College & Career Access, & Persistence
 - 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Teacher and Staff feedback

Quality and Character of School Life

- 3 - Relational Trust

- 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)
 - 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:** Teacher and Staff feedback, 5Essentials data
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Teacher and Staff feedback, 5Essentials data
- 2 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 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)
 - 1 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:** Teacher and Staff feedback, 5Essentials data, Grade Level Meeting and PD agendas
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Teacher and Staff feedback, 5Essentials data
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)

- 3 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 1 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
- 1 Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision (REQUIRED: OSEL)
- **Evidence:** Teacher and Staff feedback, 5Essentials data, Network 10 discipline data

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	MTSS and Early Intervention
Root Cause 1	Root Cause 1: Lack of support in the primary grades to identify at risk students who require support at an early age to decrease gaps. Root Cause 2: Lack of early intervention in grades K2.
Area of Critical Need 2	Emotional Safety
Root Cause 2	Root Cause 1: A large amount of discipline referrals including managing social media and vaping within the school. Root Cause 2: The need to build a school wide system addressing (discipline/expectations) within the larger space must be taught, managed and enforced consistently by all school staff.
Area of Critical Need 3	Family/Student Engagement
Root Cause 3	Root Cause 1: Lack of intrinsic motivation leading to a decrease in the student's value of learning.
Area of Critical Need 4	Cohesion between grade bands/Vertical Alignment
Root Cause 4	Root Cause 1: Lack of common planning time. Root Cause 2: Disconnect with materials being used between classes and grade bands.

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: NWEA Attainment G2 (Math) This data has been decreasing over the last 5 years and is significantly lower than 3rd-8th attainment.	Overall		52.00	58.00
	Overall		42.00	50.00

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 (Reading) This data has been decreasing over the last 5 years and is significantly lower than 3rd-8th attainment.				
SQRP: % of Students Making Sufficient Annual Progress on ACCESS This data is below average in comparison to the district norms.	EL		25.00	30.00
Vision: Attendance Rate With improved student engagement, attendance will increase which will lead to better student achievement.	Students with IEPs		95.00	96.00
Vision: NWEA Growth G3-8 (Reading) DLs are not growing at the same rate as our gen ed population.	Students with IEPs		44.00	47.00

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 2018-19 Well Organized = 5 2019-20 Organized = 4				4.00	5.00

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...	If school teams with the support of administration and the MTSS Team collaborate on data analysis, implement clear guidelines for supporting students, communicate effectively with families
Then we see...	increased responsiveness to students' needs
which leads to...	better student learning outcomes.
Budget Description	Local (115), Professional Development
Tags	MTSS
Action steps	<ul style="list-style-type: none"> • (Not started) If school teams utilize various academic assessments consistently and systems with fidelity, then we would see more responsive instruction and interventions, which leads to better student outcomes. 1) Teachers in Kdg-2nd grades will utilize Benchmark Assessment System (BAS) as their reading assessment. They will use this data to plan small group instruction in reading, interventions, and enrichment. 1a) Teachers will create a BAS schedule for progress monitoring students who are performing below grade level. 1b) Teachers will implement reading interventions for students who are performing below grade level, tier their students appropriately, and collect data for MTSS. 2) Teachers in 3rd-8th grades will utilize NWEA as their reading assessment 2 times per school year. They will use this data to plan small group instruction in reading and interventions. 2a) Teachers will use an assessment (such as Checkpoint) to frequently to progress monitor students who are performing below grade level. 2b) Teachers will implement reading interventions (such as Leveled Literacy Interventions) for students who are performing below grade level, their students appropriately, and collect data for MTSS. 3) Teachers in Kdg-8th grades will utilize NWEA as their math assessment 2 times per school year. They will use this data to plan small group instruction in math and interventions. 3a) Teachers will use an assessment (such as Checkpoint or Khan Academy Math Accelerator) to frequently to progress monitor students who are performing below grade level. 3b) Teachers will implement reading interventions (such as Leveled Literacy Interventions) for students who are performing below grade level, their students appropriately, and collect data for MTSS. 4) ESL and Bilingual certified teachers will differentiate their instruction based on World-Class Instructional Design and Assessment (WIDA) Can-Do descriptors. 5) ESL and Bilingual certified teachers will consult with the English Language Proficiency Teacher (ELPT) on the services provided and document MTSS interventions for EL students. <p>Tags:MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> • (Not started) If all adults utilize a universal framework for understanding of student behaviors, then we create more consistent responses, which leads to better social and emotional supports for students. 1) Administration, the Culture and Climate Committee (CCC), and other stakeholders will identify a universal framework that addresses social emotional learning (SEL) for tiers 1, 2, and 3. 1a) The framework will include school wide policies and practices that focus on SEL, creating a safe environment, building relationships and connectedness, and

supporting and teaching emotional regulation. 1b) Teachers' classroom strategies and techniques will focus on relationships and consistent responses to student behaviors. 1c) The CCC and the Behavioral Health Team (BHT) will collaborate and identify outside mental health supports for students in tier 3. 1d) The CCC and the BHT will create platforms to strengthen family partnerships around students' SEL. 1e) The CCC will work with the Communities Schools Initiative (CSI) to extend SEL opportunities for students (especially those in tier 2). 2) The CCC will provide professional development to staff. 3) Administration and the CCC will monitor implementation. 3a) The CCC will create an observational tool. 3b) Administration and the CCC will conduct observations utilizing the tool to provide feedback on SEL practices and inform future professional learning.

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

- (Not started) If we provide supports for the MTSS team to meet frequently, engage in critical dialogue about data, and follow clear systems. then we increase understanding of the MTSS process and the fidelity of student tiering, which leads to students being matched to the best instructional supports for him/her according to the data. 1) Administration will create a Multi Tiered System of Support (MTSS) team composed of teachers representative of different grade levels. 1a) The team will create a calendar of monthly meetings. 1b) The team will identify relevant data and the systems for analysis and communicate to teachers. 2) Teachers will analyze data and utilize systems created by the team to tier students. 3) Team will review teacher data and tiering and provide timely feedback. 4) Administration will monitor every 5 weeks.

Tags:MTSS, MTSS: Shared Leadership

- (Not started) If we establish regular communication with families to build their understanding of MTSS and how it will support their child, then we Increase parent participation in the school community, which leads to partnership with families to increase student learning. 1) MTSS team will develop templates for parent communication. 2) Team will familiarize all teachers with templates. 3) Teachers will utilize templates. 4) Administration will create opportunities for parents to receive in person training on supporting their students.

Tags:MTSS, MTSS: Family and Community Engagement

- (Not started) If we create a schedule and both embed and expand on opportunities for academic individualism, then we provide teachers time to implement instruction at the students' level, which leads to all students having his/her needs met. 1) Administration will work with the scheduling team to embed MTSS and enrichment times in the daily schedule.

Tags:MTSS

Strategy 2

If we do...	If we engage a team of stakeholders in Culture and Climate work focused on cohesive and consistent Social Emotional Learning practices
Then we see...	increased capacity of staff to lead supportive and restorative conversations
which leads to...	students feeling affirmed and staff feeling empowered.
Budget Description	Local (115), Ext. Day - Buckets, Professional Development
Tags	OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> • (Not started) If we have a team representative of all stakeholders, dedicated to school climate development that meets regularly to make decisions, then we promote SEL and create a supportive, restorative, and trauma sensitive environment, which leads to an increase in cohesiveness of SEL supports and decisions and students and staff feeling included, valued, and safe. 1) Administration and the counselor will collaborate on the creation of the CCC. 1a) The team will create a calendar of monthly meetings. 1b) The team will identify relevant SEL data and a system for analysis. 2) The CCC will support grade level teams in developing positive supports for behaviors that focus on de-escalation, sensitivity to students' emotional well-being, and employing students with the skills to self-advocate. 2a) The CCC will collaborate with teachers to examine SEL data and identify supports for students in tiers 2 and 3. 2b) Teachers will deliver instruction that explicitly teaches self-regulation, positive calming techniques, and naming and labeling emotions. <p>Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) If all adults implement shared, co-created guidelines, classroom and school wide roles, routines and self-regulation, then we help create predictable daily environments, which leads to increased adult and student self-regulation and reduces misconducts. 1) The CCC will collaborate with teachers prior to the start of the school year to create guidelines and ensure their understanding by all adults who work with students. 1a) The CCC will lead staff in creating schoolwide norms for shared spaces, such as the hallway, the cafeteria, and the playground. Teachers will create a plan for introducing and modeling these norms with their classes. 1b) At the beginning of the school year, all classroom teachers will devote time to co-creating classroom norms with students to increase student buy in for behavioral expectations. 2) Teachers will deliver instruction that explicitly teaches self-regulation, positive calming techniques, and naming and labeling emotions. 2a) All adults who interact with students will teach, model and practice focusing on solutions to academic and behavioral mistakes to maintain students' dignity. 2b) All adults will collaborate with guidance from the CCC on creating solutions with students to problems that are reasonable and respectful. 2c) Classroom teachers will lead weekly class meetings to provide a model for

	<p>problem solving and scaffold solutions to amplify student voice and increase student engagement.</p> <p>Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>
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Strategy 3

If we do...	If teachers consistently engage in vertical, horizontal, and cross-curricular planning
Then we see...	cohesive curricular implementation
which leads to...	greater student learning.
Budget Description	Local (115), Ext. Day - Buckets, Materials, Professional Development
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2- Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Science: Curriculum, Teacher Leader Development & Innovation: Teacher Teams, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) If we supplement rigorous classroom instruction with fine arts and other practical skills development, then students and staff feel included, valued, and safe, which leads to better SEL development and therefore decreases in crises, and misconduct. 1) Encore teachers will collaborate with one another and grade level teachers to create a more cohesive curriculum and engage students in deep study of content. 1a) Teachers will ensure that projects and field trips are aligned to the current curricular content. 2) Administration will identify funding sources for arts enrichment wherever possible. 3) Administration will collaborate with CSI to ensure there are enrichment opportunities in afterschool for diverse populations of students. <p>Tags:Curriculum</p> <ul style="list-style-type: none"> (Not started) If we continue scheduling vertical planning/collaboration within grade bands for reading and math, then we can identify deficits and struggling students early on to offer intervention/support to target specific areas of concern (skills), which leads to narrower gaps in student achievement in reading and math. 1) Administration will schedule vertical planning during teacher institute days. 2) Weekly Grade Level Team meetings will focus on the school priorities, including data analysis, SEL competencies, responsive scope and sequence, and MTSS. <p>Tags:Curriculum</p> <ul style="list-style-type: none"> (Not started) If we schedule cross-curricular planning for math and science, then we will be more intentional about integrating math standards and concepts (data,

statistics, and measurement standards) into science lessons and expose students to real world application of math skills, then we increase percentage students who show growth for NWEA mathematics to Y% by EOY SY22. 1) Administration will identify teacher leaders to deliver PD. Administration will schedule time during teacher institute days to examine math standards and science curriculum. 2) Teachers will collaborate to create cross-curricular lesson plans. 3) Teachers will use an assessment (such as Checkpoint) to assess student performance. 4) Based on teacher reflections of the effectiveness of their lessons and students' performance on assessments, teachers will collaborate during grade level team meetings to adjust instruction

Tags:Curriculum

- (Not started) If we schedule cross-curricular planning for reading and social studies and science, then we will be more intentional about integrating reading standards into social studies and science lessons which leads to the use of informational texts to narrow gaps in student achievement by reinforcing literacy skills in social studies and science where applicable (informational text, text features, text structure). 1) Administration will identify teacher leaders to deliver PD. Administration will schedule time during teacher institute days to examine English Language Arts Common Core State Standards, the Illinois Learning Standards for Social Science, and Next Generation Science Standards. 2) Teachers will emphasize reading strategies in social studies and science classes. 3) Teachers in social studies and science will assign frequent writing responses and create lessons based on students' writing to improve their written skills in the content areas. 4) Teachers will use an assessment (such as Checkpoint) to assess student performance on nonfiction reading. 5) Based on teacher reflections of the effectiveness of their lessons and students' performance on assessments, teachers will collaborate during grade level team meetings to adjust instruction.

Tags:Curriculum

- (Not started) If we provide weekly self selected reading opportunities, then we allow students an opportunity to self select literature, which leads to literacy improvements, better academic performance and social emotional learning. 1) Teachers will regularly use the school library. Teachers will explicitly teach students how to select appropriate books for independent reading. 2) Teachers will build their classroom libraries and devote time in their schedules for students to borrow books, read for enjoyment, and share what they are reading with their peers.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

- (Not started) If we supplement traditional classroom work with project based learning, then we allow students to engage more deeply with content, which leads to fostering creativity and increased confidence. 1) Teachers will collaborate to develop projects that allow for multiple pathways of demonstrating knowledge. 1a) Teachers will collaborate to create cross-curricular lesson plans. 1b) Teachers will create opportunities for students to share their projects with an audience such as peer presentations, presentations with a different grade level, and invitations to

parents. 2) Teachers will ensure that projects and field trips are aligned to the current curricular content.

Tags: Personalized Learning: Authentic Learning

- (Not started) If we provide unique learning opportunities and resources for Diverse Learners and English Language Learners, then we increase academic performance and SEL progress, which leads to academic & social emotional growth and increased integration into a less restrictive environment. 1) Special Education teachers will collaborate with one another and with the general education teachers to design instruction. 1a) Special Education teachers will actively participate in grade level team meetings. 1b) Administration will dedicate time during teacher institute days for Special Education teachers to collaborate. 2) The ELPT will collaborate with general education and special education teachers to best meet the needs of English Language Learners and students who are both diverse learners and ELLs. 2a) Teachers will include language objectives in their lesson plans. 2b) ESL and Bilingual certified teachers will differentiate their instruction based on World-Class Instructional Design and Assessment (WIDA) Can-Do descriptors and Accessing Comprehension and Communication in English State to State (ACCESS) scores.

Tags: ODLSS: Service Delivery, OLCCE

- (Not started) If primary grades implement Wilson Foundations with fidelity, then we increase students phonics and word recognition, which leads to an increase in NWEA reading attainment in 2nd grade and greater preparedness for the shift from learning to read to reading to learn. 1) The lead teacher will work with primary teachers during beginning of year professional development to create plans for the implementation of Wilson Foundations in Pre-K - 2nd grades. 2) The lead teacher will collaborate with the primary teachers to create cycles of inquiry on the implementation of the Foundations curriculum. 3) Grade level teams will review BAS data to inform the implementation of the Foundations curriculum and make adjustments as needed. 4) Grade level teams will utilize BOY assessment data from BAS and the REACH Performance Tasks to aid in creating MOY assessments and progress monitoring tools to monitor the effectiveness of Foundations instruction and improve students' phonemic awareness and language development.

Tags: Curriculum, Assessment: PreK-3 Assessment, OECE: P-2 Balanced Literacy

Action Plan

Strategy 1

If school teams utilize various academic assessments consistently and systems with fidelity, then we would see more responsive instruction and interventions, which leads to better student outcomes. 1) Teachers in Kdg-2nd grades will utilize Benchmark Assessment System (BAS) as their reading assessment. They will use this data to plan small group instruction in reading, interventions, and enrichment. 1a) Teachers will create a BAS schedule for progress monitoring students who are performing below grade level. 1b) Teachers will implement reading interventions for students who are performing below grade level, tier their students appropriately,

and collect data for MTSS. 2) Teachers in 3rd-8th grades will utilize NWEA as their reading assessment 2 times per school year. They will use this data to plan small group instruction in reading and interventions. 2a) Teachers will use an assessment (such as Checkpoint) to frequently to progress monitor students who are performing below grade level. 2b) Teachers will implement reading interventions (such as Leveled Literacy Interventions) for students who are performing below grade level, their students appropriately, and collect data for MTSS. 3) Teachers in Kdg-8th grades will utilize NWEA as their math assessment 2 times per school year. They will use this data to plan small group instruction in math and interventions. 3a) Teachers will use an assessment (such as Checkpoint or Khan Academy Math Accelerator) to frequently to progress monitor students who are performing below grade level. 3b) Teachers will implement reading interventions (such as Leveled Literacy Interventions) for students who are performing below grade level, their students appropriately, and collect data for MTSS. 4) ESL and Bilingual certified teachers will differentiate their instruction based on World-Class Instructional Design and Assessment (WIDA) Can-Do descriptors. 5) ESL and Bilingual certified teachers will consult with the English Language Proficiency Teacher (ELPT) on the services provided and document MTSS interventions for EL students.

Aug 31, 2020 to Jun 11, 2022 - Grade Level Teams, Teachers, ELPT

If all adults utilize a universal framework for understanding of student behaviors, then we create more consistent responses, which leads to better social and emotional supports for students. 1) Administration, the Culture and Climate Committee (CCC), and other stakeholders will identify a universal framework that addresses social emotional learning (SEL) for tiers 1, 2, and 3. 1a) The framework will include school wide policies and practices that focus on SEL, creating a safe environment, building relationships and connectedness, and supporting and teaching emotional regulation. 1b) Teachers' classroom strategies and techniques will focus on relationships and consistent responses to student behaviors. 1c) The CCC and the Behavioral Health Team (BHT) will collaborate and identify outside mental health supports for students in tier 3. 1d) The CCC and the BHT will create platforms to strengthen family partnerships around students' SEL. 1e) The CCC will work with the Communities Schools Initiative (CSI) to extend SEL opportunities for students (especially those in tier 2). 2) The CCC will provide professional development to staff. 3) Administration and the CCC will monitor implementation. 3a) The CCC will create an observational tool. 3b) Administration and the CCC will conduct observations utilizing the tool to provide feedback on SEL practices and inform future professional learning.

Aug 31, 2020 to Jun 11, 2022 - Administration, Culture and Climate Committee, All Staff

If we provide supports for the MTSS team to meet frequently, engage in critical dialogue about data, and follow clear systems. then we increase understanding of the MTSS process and the fidelity of student tiering, which leads to students being matched to the best instructional supports for him/her according to the data. 1) Administration will create a Multi Tiered System of Support (MTSS) team composed of teachers representative of different grade levels. 1a) The team will create a calendar of monthly meetings. 1b) The team will identify relevant data and the systems for analysis and communicate to teachers. 2) Teachers will analyze data and utilize systems created by the team to tier students. 3) Team will review teacher data and tiering and provide timely feedback. 4) Administration will monitor every 5 weeks.

Aug 31, 2020 to Jun 11, 2022 - Administration, MTSS Team, All Teachers

If we establish regular communication with families to build their understanding of MTSS and how it will support their child, then we increase parent participation in the school community, which leads to partnership with families to increase student learning. 1) MTSS team will develop templates for parent communication. 2) Team will familiarize all teachers with templates. 3)

Teachers will utilize templates. 4) Administration will create opportunities for parents to receive in person training on supporting their students.

Aug 31, 2020 to Jun 11, 2022 - Administration, MTSS Team, All Teachers

If we create a schedule and both embed and expand on opportunities for academic individualism, then we provide teachers time to implement instruction at the students' level, which leads to all students having his/her needs met. 1) Administration will work with the scheduling team to embed MTSS and enrichment times in the daily schedule.

Aug 31, 2020 to Jun 11, 2022 - Administration, Scheduling Team, All Teachers

Strategy 2

If we have a team representative of all stakeholders, dedicated to school climate development that meets regularly to make decisions, then we promote SEL and create a supportive, restorative, and trauma sensitive environment, which leads to an increase in cohesiveness of SEL supports and decisions and students and staff feeling included, valued, and safe. 1)

Administration and the counselor will collaborate on the creation of the CCC. 1a) The team will create a calendar of monthly meetings. 1b) The team will identify relevant SEL data and a system for analysis. 2) The CCC will support grade level teams in developing positive supports for behaviors that focus on de-escalation, sensitivity to students' emotional well-being, and employing students with the skills to self-advocate. 2a) The CCC will collaborate with teachers to examine SEL data and identify supports for students in tiers 2 and 3. 2b) Teachers will deliver instruction that explicitly teaches self-regulation, positive calming techniques, and naming and labeling emotions.

Aug 31, 2020 to Jun 11, 2022 - Culture and Climate Committee, All Teachers

If all adults implement shared, co-created guidelines, classroom and school wide roles, routines and self-regulation, then we help create predictable daily environments, which leads to increased adult and student self-regulation and reduces misconducts. 1) The CCC will collaborate with teachers prior to the start of the school year to create guidelines and ensure their understanding by all adults who work with students. 1a) The CCC will lead staff in creating schoolwide norms for shared spaces, such as the hallway, the cafeteria, and the playground. Teachers will create a plan for introducing and modeling these norms with their classes. 1b) At the beginning of the school year, all classroom teachers will devote time to co-creating classroom norms with students to increase student buy in for behavioral expectations. 2) Teachers will deliver instruction that explicitly teaches self-regulation, positive calming techniques, and naming and labeling emotions. 2a) All adults who interact with students will teach, model and practice focusing on solutions to academic and behavioral mistakes to maintain students' dignity. 2b) All adults will collaborate with guidance from the CCC on creating solutions with students to problems that are reasonable and respectful. 2c) Classroom teachers will lead weekly class meetings to provide a model for problem solving and scaffold solutions to amplify student voice and increase student engagement.

Aug 31, 2020 to Jun 11, 2022 - Culture and Climate Committee, All Teachers, Behavioral Health Team

Strategy 3

If we supplement rigorous classroom instruction with fine arts and other practical skills development, then students and staff feel included, valued, and safe, which leads to better SEL development and therefore decreases in crises, and misconduct. 1) Encore teachers will collaborate with one another and grade level teachers to create a more cohesive curriculum and engage students in deep study of content. 1a) Teachers will ensure that projects and field trips are aligned to the current curricular content. 2) Administration will identify funding sources for arts enrichment wherever possible. 3) Administration will collaborate with CSI to ensure there are enrichment opportunities in afterschool for diverse populations of students.

Aug 31, 2020 to Jun 11, 2022 - Administration, Encore Teachers, All Teachers, Community Schools Initiative

If we continue scheduling vertical planning/collaboration within grade bands for reading and math, then we can identify deficits and struggling students early on to offer intervention/support to target specific areas of concern (skills), which leads to narrower gaps in student achievement in reading and math. 1) Administration will schedule vertical planning during teacher institute days. 2) Weekly Grade Level Team meetings will focus on the school priorities, including data analysis, SEL competencies, responsive scope and sequence, and MTSS.

Aug 31, 2020 to Jun 11, 2022 - Administration, Grade Level Teams

If we schedule cross-curricular planning for math and science, then we will be more intentional about integrating math standards and concepts (data, statistics, and measurement standards) into science lessons and expose students to real world application of math skills, then we increase percentage students who show growth for NWEA mathematics to Y% by EOY SY22. 1) Administration will identify teacher leaders to deliver PD. Administration will schedule time during teacher institute days to examine math standards and science curriculum. 2) Teachers will collaborate to create cross-curricular lesson plans. 3) Teachers will use an assessment (such as Checkpoint) to assess student performance. 4) Based on teacher reflections of the effectiveness of their lessons and students' performance on assessments, teachers will collaborate during grade level team meetings to adjust instruction

Aug 31, 2020 to Jun 11, 2022 - Administration, Teachers of Math, Teachers of Science

If we schedule cross-curricular planning for reading and social studies and science, then we will be more intentional about integrating reading standards into social studies and science lessons which leads to the use of informational texts to narrow gaps in student achievement by reinforcing literacy skills in social studies and science where applicable (informational text, text features, text structure). 1) Administration will identify teacher leaders to deliver PD. Administration will schedule time during teacher institute days to examine English Language Arts Common Core State Standards, the Illinois Learning Standards for Social Science, and Next Generation Science Standards. 2) Teachers will emphasize reading strategies in social studies and science classes. 3) Teachers in social studies and science will assign frequent writing responses and create lessons based on students' writing to improve their written skills in the content areas. 4) Teachers will use an assessment (such as Checkpoint) to assess student performance on nonfiction reading. 5) Based on teacher reflections of the effectiveness of their lessons and students' performance on assessments, teachers will collaborate during grade level team meetings to adjust instruction.

Aug 31, 2020 to Jun 11, 2022 - Administration, Teachers of ELA, Teachers of Science, Teachers of Social Studies

If we provide weekly self selected reading opportunities, then we allow students an opportunity to self select literature, which leads to literacy improvements, better academic performance and social emotional learning. 1) Teachers will regularly use the school library. Teachers will explicitly teach students how to select appropriate books for independent reading. 2) Teachers will build their classroom libraries and devote time in their schedules for students to borrow books, read for enjoyment, and share what they are reading with their peers.

Aug 31, 2020 to Jun 11, 2022 - All Teachers

If we supplement traditional classroom work with project based learning, then we allow students to engage more deeply with content, which leads to fostering creativity and increased confidence. 1) Teachers will collaborate to develop projects that allow for multiple pathways of demonstrating knowledge. 1a) Teachers will collaborate to create cross-curricular lesson plans. 1b) Teachers will create opportunities for students to share their projects with an audience such as peer presentations, presentations with a different grade level, and invitations to parents. 2) Teachers will ensure that projects and field trips are aligned to the current curricular content.

Aug 31, 2020 to Jun 11, 2022 - All Teachers

If we provide unique learning opportunities and resources for Diverse Learners and English Language Learners, then we increase academic performance and SEL progress, which leads to academic & social emotional growth and increased integration into a less restrictive environment. 1) Special Education teachers will collaborate with one another and with the general education teachers to design instruction. 1a) Special Education teachers will actively participate in grade level team meetings. 1b) Administration will dedicate time during teacher institute days for Special Education teachers to collaborate. 2) The ELPT will collaborate with general education and special education teachers to best meet the needs of English Language Learners and students who are both diverse learners and ELLs. 2a) Teachers will include language objectives in their lesson plans. 2b) ESL and Bilingual certified teachers will differentiate their instruction based on World-Class Instructional Design and Assessment (WIDA) Can-Do descriptors and Accessing Comprehension and Communication in English State to State (ACCESS) scores.

Aug 31, 2020 to Jun 11, 2022 - Special Education Teachers, ESL and Bilingual Teachers, ELPT

If primary grades implement Wilson Foundations with fidelity, then we increase students phonics and word recognition, which leads to an increase in NWEA reading attainment in 2nd grade and greater preparedness for the shift from learning to read to reading to learn. 1) The lead teacher will work with primary teachers during beginning of year professional development to create plans for the implementation of Wilson Foundations in Pre-K - 2nd grades. 2) The lead teacher will collaborate with the primary teachers to create cycles of inquiry on the implementation of the Foundations curriculum. 3) Grade level teams will review BAS data to inform the implementation of the Foundations curriculum and make adjustments as needed. 4) Grade level teams will utilize BOY assessment data from BAS and the REACH Performance Tasks to aid in creating MOY assessments and progress monitoring tools to monitor the effectiveness of Foundations instruction and improve students' phonemic awareness and language development.

Aug 31, 2020 to Jun 11, 2022 - PreK-2nd Grade Teachers

Fund Compliance

ESSA Program

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.

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Dore School does not receive Title 1 funds.

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

Dore School does not receive Title 1 funds.

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.

Dore School does not receive Title 1 funds.

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.

Reports are sent home in hard copy. Administrative team will send home state assessment information. ELPT will organize and print language proficiency assessment reports, Assessing Comprehension and Communication in English State-to-State for English Language Learners, (ACCESS) to be sent 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.

Dore School will follow all CPS Policies and Procedures.

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.

Dore School does not receive Title 1 funds.

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.

Parent workshops will be scheduled at the beginning of each school year.
Preschool will work with the Office of Early Childhood to coordinate resources to conduct parent trainings throughout the school year.
The Bilingual Advisory Committee will meet with the ELPT at the start of the year to plan parent meetings throughout the school year.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Parent workshops will be scheduled at the beginning of each school year.

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.

Parent workshops will be scheduled at the beginning of each school year. The lead teacher will communicate with Office of Early Childhood to coordinate services they may provide to parents. At the start of the year a parent orientation is conducted to all new families entering the preschool program. Monthly parent meetings will also be conducted by the lead teacher and classroom teachers in the areas of math and literacy.

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.

Parent workshops will be scheduled at the beginning of each school year. A monthly family calendar will be sent home every month. The principal will communicate with parents through email sending a family update weekly or bi-weekly. The principal will also send a family update to parents bi-weekly. Family Communication will be sent in English, Spanish and Polish through email, and a printed copy will be sent home with students. This communication will also be posted on the school website.

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.)

John C. Dore Elementary School provides a challenging learning environment with high expectations for all students. Individual differences and learning styles are honored to maximize student potential. We nurture a safe, caring, and supportive environment where students' self-esteem is enhanced through positive relationships. We instill in students a sense of compassion for others and the courage to act on their beliefs. We value the active and creative minds of students. Parents, staff, and community members act in partnership to promote the greatness in every student.

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.

Report card pick up is held twice a year at the end of the 1st quarter and the end of the 3rd quarter. Teachers regularly make themselves available for parent conferences throughout the year.

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

Progress reports are issued the 5th week of each quarter. Reports cards are issued every 10 weeks.

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

All staff are available on an as needed basis. Teachers meet before school, after school, or during their preps.

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.

Primarily, volunteering occurs through our Friends of Dore. All volunteers must go through the CPS background and vetting.

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

Parents support learning by monitoring progress on ASPEN, acting as a support at home, communicating with the school, etc.

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

The LSC invites parent feedback.

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 consult regularly with their teachers about their progress and goal setting.

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.

Dore does not receive Title 1 funds.

Our goal is constant family engagement. The ways we support this must be creative given our funding.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00

54205	<p>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.</p>	\$0.00
54565	<p>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.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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.</p>	\$0.00