

# Esmond Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
02/03/2020		

## Framework

### Category scoring

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

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.

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

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Esmond ILT team consist of IB Coordinator, both primary and upper language arts & math, MTSS, diverse learner, counselor, assistant principal, community member and social emotional support personnel. They all represent a balanced group of stakeholders that are well vested in the interest in improving academic achievement and overall school improvement. We strive to work in a collaborative effort to improve, enrich and empower all stakeholders to be change agents in the development of our mission and vision that we establish. Together we agree to establish clear and measurable goals that target a 10% increase in all content related areas. Esmond's theory of action clearly articulates the key foci, based upon the analysis of all data, goals and next steps that will be taken to make the necessary gains that promote successful outcomes for students. Through our SEL component and IB department we work to maintain Esmond student leaders in most grades. We establish student independence early to promote learning, ownership and responsibility. Teachers are encouraged to share best practices learned at CPS Summits, Network 10 professional developments, principal and grade level meetings and visiting schools throughout the year. Additionally, our ILT focuses on metrics of the SQR. We all take a close look at on track and off track reports, student attendance, misconducts and other tools. Our "Watch Report " is prepared with focus that highlights sub groups in, our population, that require attention. We work toward monitoring school progress according to CIWP goals and implementing attainable action steps to support all teaching staff learning communities. The ILT meets bi weekly and has placed tremendous efforts to strengthen our school quality rating results that will ultimately lead Esmond to a Level 1+ status. Our ILT conducts learning walks along with support from Network 10 administrators to get a closer look at quick fixes and or necessary adjustments to improve instruction at all grade levels. Our team looks closely at all tier groups via MTSS to maintain focus to address our diverse population of learners. The results of Esmond's 2018-2019 Five Essential survey reports we dropped to organized status. This report is shared with Esmond's Local School Council, PAC group, faculty and all stakeholders in our community to improve our practices.
- 3 - Structure for Continuous Improvement
  - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Esmond's ILT Team has representation from all grade level domains (reading, math, and science), and Multi Tiers Systems of Support. The ILT / Multi Systems Team meets bi-weekly and focuses on data analysis and data-driven instruction that promotes best practices for students successful outcomes. Additionally, they discuss SEL concerns and celebrations; supports to increase and improve student behavioral infractions. Teacher leaders assist in preparing professional development for the staff and teacher teams as well as reflect on individual processes and strategies for improvements. ILT uses the reflection tool for process monitoring of the theory of action. To maintain accountability, meeting agendas and minutes are prepared for transparency. Professional learning is ongoing and teachers are able to share best instructional practices. Esmond Expert teams meet in Principal Grade Level Meetings or teacher teams to share and discuss best practices. Teams of teachers participate in peer classroom observations and debrief to provide feedback to support instruction. Support includes whole group, guided group, mini lessons, differentiated instruction, as well as technology demonstrations to incorporate into daily practices. Additional math and literacy professional developments (Summits) via network 10 strengthened teachers' practices and served as support. The instructional leadership team and grade level individuals collaborate around schedules so they can begin visiting classrooms on targeted learning walks to see what additional training or support teachers need. Seasoned teachers scheduled time to observe teachers and give feedback. Teacher collaboration teams meet regularly to discuss implementation and the impact of the practices on student learning by looking at student work and course assessment data. The Mangaebac online program has interface and functionalities of the system format to support teachers in building their unit plans, rubrics and student assessments in one place. Teachers participated in DOK, a problem of professional learning practice to target instruction in collaboration with the Danielson's framework for excellence. IB teachers continue to work closely in vertical teams with IB coordinator and manage bac support to strengthen practice with a greater focus on international studies. All professional development is logged into CPS University for tracking purposes. Coaching and support are provided throughout the school with members of school instructional leadership and support teams. Again, the Five Essential survey clearly indicates Esmond's teachers are moving in a positive direction that will ultimately improve and increase academic and school performance. The school's schedule is structured to provide mandatory minutes in each subject area, including a two hour literacy block. Common planning time has been provided through the use of the Furman Brown school design. Teachers receive a daily allocated time for preparations and meetings. Diverse Learning Instructors create and implement a

set schedule to service all diverse learners. Time Distribution sheets and Time-On Task are also posted in every classroom detailing their particular schedule for the day. We will continue to provide scheduling that promotes meaningful teacher collaboration during the school day where necessary. A weekly practice of adjustments are made to accommodate non interruption of reading blocks and teacher collaboration.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 4 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
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 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:** All grade levels plan for instruction utilizing the Common Core Standards, Network 10 and Quarterly Instructional Foci, as well as pacing guides. During weekly grade level meetings, all curriculum encompasses curriculum maps, unit plans, and weekly lesson plans with weekly foci. Included in planning is Social Emotional Learning (SEL) and IEP reviews for diverse learners. Additionally, read-alouds and Extended Day curriculum are developed. More importantly, all students and stakeholders are aware of the learning expectations at Esmond. Pacing guides are shared at Local School Council Meeting and Parent Meetings throughout the school year. We take a close look at our NWEA Data and Amplify Data to make better and informed decisions about the individual needs of all learners. We have worked exclusively with all teachers via collaboration to support best practices for instruction to help balanced literacy and math across all grade levels. General Ed and Diverse Learner teachers work collaboratively to create lesson and unit plans. The outcomes for support are geared for all students including students with diverse learning styles. Multiple sources are provided to support instruction such as Study Island, Map Skills, Pearson Realize, Accelerated Reader, Heggerty Phonemic Awareness Program, Read Write Sing Spell, several resources and periodicals on tape and Moby Max in classrooms. We are looking to continue and strengthen our options such as EnVision Math, New Vocabulary Books, Word Wisdom and multiple resources to support CCSS and move Esmond to a Level 1+ status.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Learning objectives are posted and aligned to Common Core Standards and pacing guides. Depth of Knowledge questioning techniques are used by most teachers to develop critical thinking among students. Most teachers differentiate instruction on a regular basis to meet the academic needs of all students through the gradual release model, differentiated instruction, Learning Continuum, Check Points through teaching strategies, Creative Curriculum, Math Talks, independent Learning Paths, weekly formative assessments and ongoing revisions that guide instruction. Individual teachers and teacher teams have access to real-time data after each assessment such as (Study Island, Map Skills, Khan Academy, Pearson Realize, Accelerated Reader, Dibels, mClass math, TRC, Burst, Raz Kids, Learning A-Z, Reach Assessment, NWEA, Unit Tests, teacher generated tests, weekly reading selection and math tests, and IAA) to analyze and use to drive instruction. Teachers are also provided with their classroom, departmental and school-wide data by administration. Teachers design interim assessments via Study Island, Pearson Realize and Map Skills to address the academic needs of all students differentiating instruction including diverse learners using quick checks, quick reads, PARCC practice and the IBO/OCC global component. Weekly grade level meetings are used to analyze student work, data and discuss progress monitoring. Teacher teams (general and diverse learning teachers) collaborate to plan for instruction. ILT members present information to their grade level and departmental teams, serving as the "expert". Agendas, sign-in sheets and minutes are used to document grade level and departmental meeting activity. ILT members conduct walk-throughs with immediate feedback.
- 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
  - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:** Individual teachers and teacher teams have access to real-time data after each assessment such as (Study Island, Map Skills, Pearson Realize, Dibels, mClass math, TRC, Burst, Reach Assessment, NWEA, Unit Tests, teacher generated tests, weekly reading selection, math tests, and IAA) to analyze and drive instruction. Teachers are also provided with their classroom, departmental and school-wide data by administration. Teachers design interim assessments via Study Island to address the academic needs of all students, differentiating instruction, including diverse learners using quick checks, quick reads, PARCC practice and the IBO/OCC global component and with support from the kc.cps.edu. Teachers utilize Network 10's CCSS Blueprint to design lessons and units. Teachers utilize gradebook and assessments as a progress monitoring tool on a weekly basis. Teachers submit weekly graded assessments and data from various technology programs to administration. All teachers utilize the district-wide grading policy with the exception of grades that are to be modified according to individualized IEP's.
- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 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)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Recent data is analyzed in ILT meetings and reviewed in grade level meetings. Additionally, administration meets with individual teachers, analyzes data, supports teachers in creating plans and adjust for targeted instruction of all students. Esmond utilizes the MTSS process to screen and identify students who may be in need of academic and behavioral intervention. Students can also be referred to the BHT for social emotional and health support. Students are provided academic intervention through inclusion, the resource teacher, paraprofessionals, extended day program, remediation and SES services. K-2 intensive students receive Burst Intervention throughout the school day as well. Teachers incorporate SEL into their daily curriculum using the 2nd Step Program. Students and all staff members attend and/or participate in school-wide Morning Monday Meetings.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 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:** College and Career Readiness are discussed with students by the counselor, IB coordinator, teachers and administration in informal conversations. Students participate in college and career fairs, college tours and virtual college tours. They are also exposed to college campuses through student incentives such as UIC and Depaul basketball and baseball games. The counselor provides eighth grade students with information for Go-CPS for selective enrollment high schools that connect students to academic preparatory programs based upon their future aspirations.

## Quality and Character of School Life

- 3 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** The entire staff and all students attend and participate in bi-weekly, SEL Monday Morning Meetings where students showcase their talents. Kudos are given to celebrate the success of the staff and students. Relationships are strengthened through programs such as Community Partners and Century 21 - After School Matters. Students with IEP's are included in all aspects of the school community and interact daily with their peers. The Social Worker also promotes respectful and fair interactions among the students and all staff members. In efforts to improve our practice, team members review and consistently analyze results as posted on our 5 essentials report.
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Esmond provides students with a opportunities for IB students to be engaged in conversation and discussions with teachers use technology and analyze topics trends and current events to do assignments and meet expectations via school wide activities, including using a variety of online programs such as Study Island, Pearson Realize, Accelerated Reader, Elevate K12, Coding, Map Skills, Moby Max and Khan Academy Learn Storm. Students show ownership for learning by attending the Century 21 Program, such as sports, Choir, Band, Step, performing arts, and Girl Scout, students participate in completing the My Voice, My School survey on a yearly basis.



- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Teachers provide all students with a safe and nurturing learning environment that addresses social and emotional learning, promotes positive decision-making and conflict resolution. This is an ongoing process that we will continue to revisit and pursue
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** All classrooms have rules, rewards and possible consequences posted along with Peace Centers where students may relax, reflect and redirect their behavior. MTSS is used to track students with ongoing behavioral challenges. We are strong supporters of SEL which is promoted and implemented throughout the school year along with the 2nd Step Curriculum. We are on a very positive trend that a school in Nashville Tennessee came to visit Esmond and watch one of our morning meetings. We adhere to the CPS Code of Conduct Policies. We also incorporate restorative justice practices, in school suspensions, and after-school detentions as an alternative to out of school suspensions when possible. School-wide student incentives are provided to encourage academic achievement and responsible behavior. We are consistently seeing positive trends and decreases in overall student infractions. Our Five Essential reports data has been beneficial in helping our team members evaluate our current and past practices to support all students need and strengthen our learning climate.
- 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).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 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)
  - 3 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

- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Esmonds' community is deeply invested in the progress and sustainment of a quality school and programs for the community members in this area. Many are 3rd and 4th generation families in the school. They attend many parent educational workshops and attend some of our local school council meetings and teacher meetings as well. Our LSC and PAC community members are supportive of events and enjoy planning, learning and fun activities for all stakeholders in the community. Principal newsletters go home monthly to share and highlight current events regarding our school. We feature activities / programs such as, family night, field trips, parent teacher conferences, vision and dental screening, mobile unit visit campus to provide immunizations, local school council and parent PAC meetings, parent portal training and information, family learning /curriculum night, welcome back events as well as end of the school year events. Esmond has a current website in which we are working to upload data and school news as often as possible to highlight our programs. Family and community involvement is expected and continues through participation in LSC and PAC as well as by volunteering at the school. Family curricula and parent information nights (reading, math, science, NWEA, PARCC) are held to engage parents in understanding the school's curricula and district-wide assessments. Parents and community are also provided regular opportunities to attend SEL Morning Meetings, student performances and exhibitions, award banquets, assemblies, Century 21, Grandparents' Day, Real-Men Read, School-Wide Spelling Bee, Carnival Day, Incentive Days and many more.

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## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	5
3	Quality and Character of School Life: Family & Community Engagement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Physical and Emotional Safety	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
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	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	Esmond students from grades 2nd - 8th will (grow) increase reading performance on Amplify and NWEA Assessments
Root Cause 1	Data reflects that all grade levels show challenges in vocabulary. identifying words in isolation and words in context. Knowledge will be built around changing word meaning and building affix knowledge. We will also focus on building skill instruction through literature text.
Area of Critical Need 1	Esmond students from grades 2nd - 8th will (grow) increase in math performance on Amplify and NWEA Assessments
Root Cause 2	Data reflects that all grade levels show challenges in building content area math vocabulary and reviewing numbers in operation and geometry
Area of Critical Need 3	Esmond DL population 2nd - 8th will (grow) increase in math performance on Amplify and NWEA Assessments
Root Cause 3	Data reflects that all grade levels show challenges in vocabulary. identifying words in isolation and words in context. Knowledge will be built around changing word meaning and building affix knowledge. We will also focus

	on building skill instruction through literature text.
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**Vision metrics**

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>Students performance at the 2nd grade level in math was 2% well below our expected 40%. Esmond will focus on monitoring students on a consistent basis, provide opportunities for professional developments, small grouping, differentiated instruction, math talks, implement a new math program, provide additional technology and implement technology based programs that are aligned to the CCSS to increase student achievement and as directed by network.</p>	Overall		38.00	49.00
	African American		44.00	55.00
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>Students performance at the 2nd grade level in math was 6% well below our expected 65%. Esmond will focus on monitoring students on a consistent basis, provide opportunities for professional developments, expose students to advanced vocabulary using word wisdom books, leveled readers, small grouping, differentiated instruction, and balanced literacy to exceed overall expectations as as directed by network.</p>	Overall		45.00	58.00
	African American		52.00	65.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Students performance at the 3rd-8th grade level in math was 8% well below and students did not grow. Esmond will focus on monitoring students on a consistent basis, provide opportunities for professional developments, expose students to advanced vocabulary using word wisdom books, leveled readers, small grouping,</p>	Overall		72.00	73.00
	Students with IEPs		72.00	73.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
differentiated instruction, and balanced literacy to exceed overall expectations and as directed by the network.				
SQRP: National School Growth Percentile - Reading (Grades 3-8)  Students performance at the 3rd-8th grade level in reading was 7% well below and students did not grow. Esmond will focus on monitoring students on a consistent basis, provide opportunities for professional developments, expose students to advanced vocabulary using word wisdom books, leveled readers, small grouping, differentiated instruction, and balanced literacy to exceed overall expectations and as directed by the network.	Overall		72.00	72.00
	Students with IEPs		72.00	72.00
(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...	lesson and unit plans that include researched-based best practices, differentiated instruction, explicit vocabulary instruction and rigorous tasks to reflect important concepts in each discipline, accommodate prerequisite relationships among concepts and skills with clear and accurate classroom expectations. Using technology programs, small
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	grouping, intentional conversations and implementing progress monitoring of the current level of performance to identify achievement goals to be reached by EOY
Then we see...	students developing important critical thinking skills as they learn independently and we see a significant boost in student engagement, including interdisciplinary connections in plans and practice. Improving teacher-student relationships while conveying meaning and understanding, we ask higher-order questions and encourage explanations positively to influence the learning and knowledge of students. Progress monitoring within the school wide initiatives and programs will cater to student centered learning and engagement
which leads to...	fostering student ownership of learning. Students have a sense of who they are, how they learn, what they desire to learn, and why they want to learn. Which leads to demonstrating the key differences in student progress and mastery. By regularly measuring all skills to be learned, teachers can compare a student's progress to the rate of improvement needed to meet EOY goals.
Budget Description	Professional Developments, Peer observations and coaching, Technology based programming such as Study Island, Pearson Realize, Scholastic and Junior Scholastic magazines and online components.
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2- Extensive Discussion to Build Academic Language, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) As an action to achieve these goals, we would schedule teachers as well as department heads for Network and CPS sponsored professional development to ensure teachers are supported while achieving each goal. Ideally, we would want to strategically schedule teachers and related staff throughout each quarter with a progressive, yet reflective scheduling that allows for progress monitoring within the core teams established to support students needs.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Literacy: Key Practice #4- Authentic Learning Experiences, Literacy: Shift 4-21st Century Professional Learning</p>

**Strategy 2**

If we do...	utilize universally designed assessment methods that outline instruction, promote student learning and engagement, and guide continuous academic improvement
Then we see...	cohesive assessments to be administered and analyzed that address all student needs, promote ongoing instructional adjustments, that sustains students? learning over time
which leads to...	assessments that are aligned to CCSS that are rigorous and relevant to academic outcomes. provide necessary student performance data that is both valid and reliable, and support all stakeholders in taking ownership of monitoring student progress and ensuring academic success.

Budget Description	Professional Development, District grade scoring guidelines. Category/Grade continuity, Knowledge Center and ISBE guideline support.
Tags	Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> <li>(Not started) All teachers will utilize interim assessment data to design instruction for intervention and accelerated instructional blocks. Teachers will utilize computerized assessments to provide consistent data on student progress. Teachers will monitor student progress with weekly assessments. Teachers across grade level bands will utilize common rubrics. Teachers will utilize Aspen as a progress monitoring tool on a weekly basis. Teachers will submit weekly graded assessments and data from various computer programs to administration. All teachers will utilize the district wide grading scale with the exception of grades that are to be modified according to individualized IEP's. Teachers will attend professional developments, ILT, CPS Network 10 and outside support to enhance knowledge and a deeper understanding of their craft.</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: PreK-3 Assessment</p>

**Strategy 3**

If we do...	Explore the WHY regarding causes of gaps or school wide trends. Our WHY and data raised several questions, What teacher practices might be the cause of the data? What student practices might be the cause of the data? What do we have control over? What are barriers in our infrastructure that impede or support our improvements? As we continued to probe and research while asking the questions; Why? We also considered the programs and resources we have utilized for years? We wondered why some programs were not as effective as others? Why did some teachers use programs with fidelity and some teachers did not? Why did some see value in programs and some did not? We also explored internal and external issues that could cause dilemma; for examples; Lack of parental support Students living in complicated conditions Students not taking matters serious Lack of classroom management in some classrooms Lack of consistency in shared practices when teachers return to their classrooms Teachers not following laws in IEP'S Teachers not differentiating instruction
Then we see...	the use of formal, informal and our districts Checkpoint Assessment to progress monitor student growth on standards and analyze ongoing and real time student data, teachers hosting and leading common and quarterly reading and math assessments meetings, Team leaders facilitating data cycles analyzing assessments professional learning sessions with increased use and sharing of best practices with student work samples with rubrics for scoring, professional development that focuses on teacher practices rather than discussion about programs Feedback on strategies and actions to eliminate barriers, vertical planning across all grades including the development of quality unit assessments that are standards aligned within departments and course teams, Research based questioning and techniques at Blooms Level of Taxonomy throughout school and classrooms, Use of Universal Design for learning in all classrooms, Consistent grade level collaborative meetings with actions

	reviewed and new actions or targets to reach, Professional Planning Sessions that focuses on teacher practices rather than discussion about programs Feedback on strategies and actions to eliminate barriers,
which leads to...	improvement in test scores; Teacher Formal Assessments, Amplify, Benchmark and District Assessments, increased engagement among ALL students as they see themselves apart of curricular resources and experience more opportunities in being a part of the learning process, students placed in appropriate tiers of intervention and aligned to an effective high-quality intervention, increased collaboration among teachers as they engage in shared learning through a cycle of professional inquiry, enhanced and strengthened teaching practices that incorporate culturally relevant and sustaining pedagogies with more robust supports for students and sustained Continuous Improvements.
Budget Description	Professional Developments, Technology Programs, Pearson Realize and Envision Math Curriculum, Team Meetings and Peer Observations & Coaching.
Tags	Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, CBE: Supports, Interventions, or Extensions
Action steps	<ul style="list-style-type: none"> <li>(Not started) Continuous Learning will occur at Esmond when the CIWP plan is created that reflects the creation and use of balanced instruction in all classrooms and the use of authentic assessments are created with examined results used for the purpose of informing instruction by all teachers. The practices including assessment tests must be measurable and can clearly identify what students know and what students need to know. School effectiveness frameworks chosen for the Esmond School Improvement Process are Curriculum, Balanced Assessment and Grading, Instruction, MTSS and Continuous Improvements. Administration will remain focused on establishing core foundations for effective schools; setting course of direction, empowering teacher leaders, prioritizing professional developments to improve goals, establishing a safe school environment, with continuous collaboration. Esmond will continue with a positive and reflective learning environment with systems and structures that support continuous school improvements. The goal will always be to leverage collective leadership to ensure all stakeholders have a voice in academic increases and overall school improvements. The direction and purpose engaging all stakeholders will ensure each member understands the schools mission and vision for the purpose of driving school decisions. Continuous improvements will ensure that teachers are coached in this process to identify and take quick actions as programs, lesson plans, assessments or curriculum may require adjustments. We will explore best practices for demographics similar to our population and continue to celebrate along the way as we see improvements on the rise. Team members have analyzed and determined root causes of present data results. We will maintain our current curriculum materials from the Curriculum Equity Initiative (Skyline) while supporting teachers through a year long cycle of inquiry. This practice will be in place to ensure equity, cultural relevance, and rigor of instruction. Our goal is to engage ALL learners!</li> </ul> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, CBE: Supports, Interventions, or Extensions, FACE2: Local School Council, Teacher Leader Development &amp; Innovation: Distributed Leadership</p>

**Strategy 4**



If we do...	connections with the curriculum to real world authentic applications of learning, balance critical foundational skills, with engaging complex texts, that is differentiated to promote students learning and productivity
Then we see...	students thinking critically, interacting, accepting ownership and engaging with the curriculum to improve achievement of mastery
which leads to...	students meeting their targets on interim targets, EOY assessments and being on track to graduate.
Budget Description	To reach this goal we will need to utilize and execute the current curriculum with fidelity. Align units of instruction horizontally and vertically with a cohesive scope and sequence. Monitor and track instructional pacing for mastery. Reflect/Review and Re-teach as needed to reach desired goals.
Tags	Curriculum, Science: Curriculum, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>(Not started) Provide teachers with professional development to strengthen understanding and implementation of curriculum. Schedule time allotted for teachers to plan horizontally/ vertically to share best practices. Use data to guide instruction and schedule peer observations to provide opportunities to experience positive teacher/student interactions</li> </ul> <p>Tags:CIDL: Curriculum, CIDL: Digital Learning, Equity: Resource Equity</p>

**Strategy 5**

If we do...	focus on the delivery of high quality instruction for all students, while analyzing the effectiveness of the students? academic and social-emotional interventions
Then we see...	see a significant impact on students? progress and continuous improvement towards achievement of the desired outcomes, for students? academic/ social-emotional health and wellness
which leads to...	collaborative efforts among all stakeholders, (Behavioral Health Team, Teachers, Community, Families) with shared responsibility and ownership of student progress to promote successful outcomes.
Budget Description	Professional Development, MTSS Framework, District Protocols Templates, Action Plan (Coaching/Feedback) and the Knowledge Center Resources.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> <li>(Not started) * Build a culture for MTSS ? Align beliefs and practices ? Set and communicate expectations ? Provide Professional Learning/Build Capacity ? Create systems and structures ? Allocate resources (time and people) ? Monitor Implementation ? Use Problem-Solving Process: Peace Circles, Reflection Centers, Peer Jury, Restorative Justice, at different levels (School/grade trends, individual</li> </ul>

	students) ? Create coherence across instructional priorities ? Evaluate evidence of implementation and effectiveness
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Tags: MTSS: Fidelity of Implementation, MTSS: Problem Solving Process

## Action Plan

### Strategy 1

As an action to achieve these goals, we would schedule teachers as well as department heads for Network and CPS sponsored professional development to ensure teachers are supported while achieving each goal. Ideally, we would want to strategically schedule teachers and related staff throughout each quarter with a progressive, yet reflective scheduling that allows for progress monitoring within the core teams established to support students needs.

Aug 03, 2020 to Jun 18, 2021 - Administration, ILT and Teachers

### Strategy 2

All teachers will utilize interim assessment data to design instruction for intervention and accelerated instructional blocks. Teachers will utilize computerized assessments to provide consistent data on student progress. Teachers will monitor student progress with weekly assessments. Teachers across grade level bands will utilize common rubrics. Teachers will utilize Aspen as a progress monitoring tool on a weekly basis. Teachers will submit weekly graded assessments and data from various computer programs to administration. All teachers will utilize the district wide grading scale with the exception of grades that are to be modified according to individualized IEP's. Teachers will attend professional developments, ILT, CPS Network 10 and outside support to enhance knowledge and a deeper understanding of their craft.

Sep 28, 2020 to Jun 18, 2021 - Administration and All Staff Members

### Strategy 3

Continuous Learning will occur at Esmond when the CIWP plan is created that reflects the creation and use of balanced instruction in all classrooms and the use of authentic assessments are created with examined results used for the purpose of informing instruction by all teachers. The practices including assessment tests must be measurable and can clearly identify what students know and what students need to know. School effectiveness frameworks chosen for the Esmond School Improvement Process are Curriculum, Balanced Assessment and Grading, Instruction, MTSS and Continuous Improvements. Administration will remain focused on establishing core foundations for effective schools; setting course of direction, empowering teacher leaders, prioritizing professional developments to improve goals, establishing a safe school environment, with continuous collaboration. Esmond will continue with a positive and reflective learning environment with systems and structures that support continuous school improvements. The goal will always be to leverage collective leadership to ensure all stakeholders have a voice in academic increases and overall school improvements. The direction and purpose engaging all stakeholders will ensure each member understands the schools mission and vision for the purpose of driving school decisions. Continuous improvements will ensure that teachers are coached in this process to identify and take quick actions as

programs, lesson plans, assessments or curriculum may require adjustments. We will explore best practices for demographics similar to our population and continue to celebrate along the way as we see improvements on the rise. Team members have analyzed and determined root causes of present data results. We will maintain our current curriculum materials from the Curriculum Equity Initiative (Skyline) while supporting teachers through a year long cycle of inquiry. This practice will be in place to ensure equity, cultural relevance, and rigor of instruction. Our goal is to engage ALL learners!

May 04, 2020 to Jun 18, 2021 - Administration, ILT Team, Teachers and LSC

### **Strategy 4**

Provide teachers with professional development to strengthen understanding and implementation of curriculum. Schedule time allotted for teachers to plan horizontally/ vertically to share best practices. Use data to guide instruction and schedule peer observations to provide opportunities to experience positive teacher/student interactions

Aug 26, 2020 to Jun 18, 2021 - Administration and All Stake Holders

### **Strategy 5**

\* Build a culture for MTSS ? Align beliefs and practices ? Set and communicate expectations ? Provide Professional Learning/Build Capacity ? Create systems and structures ? Allocate resources (time and people) ? Monitor Implementation ? Use Problem-Solving Process: Peace Circles, Reflection Centers, Peer Jury, Restorative Justice, at different levels (School/grade trends, individual students) ? Create coherence across instructional priorities ? Evaluate evidence of implementation and effectiveness

Aug 28, 2020 to Jun 18, 2021 - Teacher Teams, Counselors, ILT and Network Teams

## **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**

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### **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.**

Virtual Meetings will be in place if schools are not opened this Fall 2020. Invitations will go out to community and will be posted on schools web page. Parental engagements will continue at Esmond. We will host collaborative discussions bi weekly and monthly to share school plan and policy. Most conversations will occur during LSC and PAC meetings. We will also host parent training sessions and school family nights. First meeting will take place the 21st of September.

**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**

Virtual Meetings will be in place if schools are not opened this Fall 2020. Invitations will go out to community and will be posted on schools web page. Ongoing discussions will occur during Open House Family Night highlighting Title 1 on or about September 30, 2020 and seven days later the we will host the PAC- Title I PAC Organizational Meeting.

**At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.**

Virtual Meetings will be in place if schools are not opened this Fall. Invitations will go out to community and will be posted on schools web page. Esmond will post and host meetings to invite parents to voice concerns. We will also generate a suggestion box and bring ideas during meetings that are taking place onsite. ILT members will be available to answer questions.

**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.**

Virtual Meetings will be in place if schools are not opened this Fall. Invitations will go out to community and will be posted on schools web page. Parents will receive parent reports from our testing system of NWEA, AR, Study Island or Achieve High points that outline students strengths and weaknesses. We will also employ the usage of Check Point Testing System to ensure all students receive timely and ongoing progress monitoring.

**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.**

All Esmond teachers are highly qualified. In the event that should occur, administration will send letters home per district policy indicating such temporary action is taking place.

**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.**

Esmond will continue to share parent reports to all parents upon the immediate receipt of them from administration. Information will be shared through email, family principal newsletters, family nights, local school council or PAC meetings, etc. Teacher will distribute information parents as often as possible highlighting students progress. Parents will receive passwords for the impact system that allows ongoing monitoring of students' performance.

**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.**

Esmond will use counselor, administration, or teacher members in the library or computer lab to host meetings to assist parents with best instructional practices using technology. Family Connection is offered through DHS onsite. The after school programs and Century 21 provide parental support with technology and learning new skills.

**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.**

During the opening of professional development days, emails, weekly meetings, newsletters, robo calls and throughout the year, teachers will have access to information that informs them of better ways to reach out to parents. Meetings will be hosted throughout the year with invited guest to help share knowledge of best practices in this area

**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 pre-school teacher and administration, invitations will be generated and the robo calling system will be used to invite parents out so they can learn about best ways to support their child's educational experiences. We will also invite guest from central office to share updates as well.

**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.**

Bi-weekly or monthly literature will be distributed using the marquee, robo calling system, and/or principal newsletter to encourage parents to learn or ask questions about all educational concerns for their children. Requested meetings will be scheduled to accommodate schedules of parents and teachers. Teachers will meet with teachers during parent/teacher conferences to discuss students' performances.

### Policy Implementation Activities

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

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

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

[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.)**

Mission: Esmond's mission is to motivate students through school climate that is stimulating, secure, stable and diverse to perform at their highest potential.

The stakeholders are committed to producing disciplined students who can communicate, are literate and possess problem solving skills that prepare them for them for success.

Vision: Esmond's staff strives to develop a positive attitude towards self, school, and community as we produce students who are globally responsible and productive citizens.

**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.**

Virtual Meetings will be in place if schools are not opened this Fall 2020. During Parent-Teacher Conferences, parents will be invited to students' classroom to have conferences with teachers individually. Meetings will highlight students' strengths and weaknesses. It will also describe suggestions for improvement and support for both parents and students

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

Parents will have access to the CPS Parent Portal System which will give weekly updates to students' assignments as they are completed. Every five weeks, parents will receive official notification. However, most teachers will send home weekly updates with students' progress. Esmond will continue to update community members via email.

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

Parents will call and schedule meetings with teachers. Meetings will be held by virtual contact, email and phone calls. We will use all tools of communication to connect with our families!

**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 will be invited to complete a volunteer package in the main office and they will also receive an invitation from the classroom teacher for opportunities for recess, lunchroom and in class experiences. This will be done in consultation with the classroom teacher and past work in school related experiences.

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

Parents will assist their child's learning with telephone or visits to the school. They can also view grades and progress through the parent portal system.

**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 have 24 access to teachers' email accounts. Some have also exchanged cell phones numbers. They are welcomed to come into the school and meet with administration and schedule visits with the classroom teacher. Also, during local school council and PAC meetings, information will be shared.

**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 exhibit positive behavior and come to school prepared to learn on a daily basis. We expect all students to have excellent attendance and serves as model students where they use a problem-solving approach to handle infractions in school and in consultation with school support staff. We will increase social emotional sessions virtually and where possible to support all students in our population.

## **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.**

In the event we are all Remote in the Fall 2020; The school will continue to invite all parents to Open-House, Curriculum Night, Real-Men Read, Data Assessments Meetings, Jr. High Parent Meetings, School-Wide Spelling Bee Competition, Special Assemblies, Awards Ceremonies, Monday Morning Meetings, etc. Teachers will also continue to communicate with parents via newsletters, homework letters, emails, phone calls, notes and parent-teacher conferences. The school's website will continue to be updated with pertinent information per grade level such as interactive websites, weekly foci, common core standards, reading and math tips, test-taking strategies, academic vocabulary words, etc.

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

**Account(s)****Description****Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$500.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$200.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$200.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$200.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$200.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$100.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$125.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$145.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$100.00