

# Arthur A Libby Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
Tamesha Carter	Assistant Principal	tacarter@cps.edu	Has access
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## Team Meetings

No meetings saved for this plan.

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Teachers and staff are encouraged to analyze their data which empowers them to make decisions about the instruction that their students need most.
- 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
  - 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
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** We have recently adopted a new learning cycle in an effort to build the capacity of the team.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards

- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** All curriculum sets that were purchased were specifically purchased because of its alignment to CCSS.
- 2 - 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
  - 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
  - 2 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Student ownership is one area throughout the school that we want to foster. Tasks are complex and require students to be actively engaged but students are not always confident enough to tackle those tasks.
- 3 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 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:** School-wide grading policies, categories and weights have all been put in place with input from the teachers.
- 2 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 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)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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:** MTSS coordinator was put in place who specifically focuses on the protocols, procedures and progress monitoring of the MTSS process. Teachers and paraprofessionals have been trained on the process and know who to see for various questions.
- 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:** Students complete HS prep classes that assist in the transition to HS.

## 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)
  - 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:** This is evident in the My School My voice survey
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)

- 2 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Students participate on Principal Advisory committee where they poll classmates on areas of concerns and wants. 4 students participate on network student voice committee
  - 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:** NEW CLT which focuses on culture/climate of school.
  - 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)
    - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
    - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
    - **Evidence:** School wide system for behavior in place. SEL monthly focus. Restorative practices in place including Check in Checkout, Alternative recess, peace circles
  - 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)
    - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - 4 Partner equitably with parents speaking languages other than English
    - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
    - **Evidence:** New position Parent Advocate to assist with increasing parental involvement
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# School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
3	Quality and Character of School Life: Family & Community Engagement	0
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: Student Voice, Engagement, and Civic Life	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	Reading attainment 2nd grade
Root Cause 1	Teachers not using resources with fidelity

Area of Critical Need 1	Vision Attendance
Root Cause 2	Primary parents not bringing their children and allowing students to choose whether they come to school
Area of Critical Need 3	Growth Average
Root Cause 3	Lack of accountability by stakeholders including parents, teachers and students

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Reading (Grade 2)  I chose this metric because it has been one of the lowest areas on our SQRP	Overall		35.00	65.00
	African American		35.00	65.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  This metric was chose to push the school community to push past previous achievement levels	Overall		65.00	76.00
	EL		65.00	76.00
Vision: Attendance Rate  This metric was chosen to continue to have us analyze attendance trends and push families to get students to school daily.	Overall		96.00	97.00
	African American		96.00	97.00
(Blank)				
(Blank)				

**Required metrics (Elementary) (100% complete)**

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



	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> We want to continue to develop and be Well Organized on the survey.				5.00	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...	School wide implementation of backwards design to create 5 week cycles of standards aligned assessments used to create instructional unit plans to guide high quality grade level instruction.
Then we see...	Increase in teacher capacity to create/plan and deliver high quality grade level instruction. Problem solve to reflect on instruction, analyze a variety of assessment data to determine specific next steps to meet students individual learning needs
which leads to...	Increase in the number of students mastery of grade level standards, leading to greater gains among all of our key metrics (student growth and student attainment)
Budget Description	Professional Development on Backward design. School wide assessment tool to create universally designed assessments (study Island), Funding for after-school PD for teachers
Tags	Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> <li>(Not started) Teachers will create 5 week cycle of standards based grade level assessments aligned to scope and sequence. Teachers will create unit plans which will include authentic learning experiences, rigorous tasks, and assessments based on the 5 week Assessments. Teachers will analyze students pre/post assessment data to make adjustment to instruction and provide individualized learning plans for students.</li> </ul> <p>Tags: Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Rigorous Tasks</p>

## Strategy 2

If we do...	Develop our MTSS team to implement a clear and consistent process to tier supports through research based strategies, that will include resources and structures for tiers 1,2, and 3.
Then we see...	Teachers, support staff and students use of problem solving process to analyze data, identify students strengths and areas of need in order to drive specific intervention or enrichment opportunities including instruction, and resources
which leads to...	Students learning will be accelerated. Students moving between tiers, students ability to advocate for themselves, increased number of students meeting their growth targets
Budget Description	Intervention system (Study Island), teachers and staff providing interventions/enrichment opportunities, Funds for Teacher and staff problem solving after school hours
Tags	Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Curriculum & Instruction, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> <li>(Not started) MTSS team to create school wide system including resources used in implementation. Teacher use of appropriate tools, activities that will be presented according to skills for their MTSS in the Learning Continuum, the amount of time that will be spent with each group, and tracking data to determine next steps. MTSS should occur daily throughout the year. Each student will have Intervention for 45 minutes outside of their general education classes. Additionally, teachers can meet in small groups with approximately two groups per day. Added support/data for referral for FIE. MTSS docs</li> </ul> <p>Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Curriculum &amp; Instruction, Math: Rigorous Tasks</p>

**Strategy 3**

If we do...	Adopt a school wide approach to SEL, including teaching social emotional learning skills and building community. Also, we will train staff on various approaches and techniques that can be used when dealing with the various needs of our students. Finally, we will provide students with real world experiences that will build self-confidence through cooperative learning, self- exploration and opportunities for students to have their voices heard.
Then we see...	Clear communication of expectations, students using the SEL skills being taught, and a positive school culture that is based on community. We will also see the staff implementing and reinforcing skills that are being taught to students.
which leads to...	The school community feeling supported, and an increase in self awareness, self confidence, self esteem. Decrease in behavioral incidents.
Budget Description	Adoption of SEL program
Tags	Instruction, OSEL: SEL Instruction, OSEL: Supportive School Environment

Action steps	<ul style="list-style-type: none"> <li>• (Not started) Development of school-wide SEL program Tags: Instruction, OSEL: Supportive School Environment</li> <li>• (Not started) Implementation of SEL program Tags:</li> <li>• (Not started) Collect and analyze data for the purpose of adjustment to implementation Tags:</li> </ul>
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**Strategy 4**

If we do...	Consistently use scope and sequence to design and administer varied assessments to meet the individual needs of all students
Then we see...	Teachers using data in a timely manner to reflect and drive instruction. We will also see teachers use of balanced assessments that give students multiple opportunities show mastery of a given skill.
which leads to...	Increased exposure to balanced assessment and impact on student learning as measured on standardized assessments.
Budget Description	
Tags	Instruction, Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Creation of grade level common assessments Tags: Instruction, Balanced Assessment and Grading</li> <li>• (Not started) Review and develop an understanding around the scope and sequence Tags:</li> <li>• (Not started) Analyze data from various assessments throughout the school year Tags:</li> </ul>

**Action Plan**

**Strategy 1**

Teachers will create 5 week cycle of standards based grade level assessments aligned to scope and sequence. Teachers will create unit plans which will include authentic learning experiences, rigorous tasks, and assessments based on the 5 week Assessments. Teachers will analyze students pre/post assessment data to make adjustment to instruction and provide individualized learning plans for students.

Jun 01, 2020 to Jun 19, 2020 - Administrators, All teachers

## **Strategy 2**

MTSS team to create school wide system including resources used in implementation. Teacher use of appropriate tools, activities that will be presented according to skills for their MTSS in the Learning Continuum, the amount of time that will be spent with each group, and tracking data to determine next steps. MTSS should occur daily throughout the year. Each student will have Intervention for 45 minutes outside of their general education classes. Additionally, teachers can meet in small groups with approximately two groups per day. Added support/data for referral for FIE. MTSS docs

Aug 24, 2020 to Dec 18, 2020 - Teachers-ILT-MTSS Coordinator

## **Strategy 3**

Development of school-wide SEL program

Aug 24, 2020 to Aug 28, 2020 - School Counselor and ILT

Implementation of SEL program

Aug 31, 2020 to Jun 18, 2021 - Staff

Collect and analyze data for the purpose of adjustment to implementation

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## **Strategy 4**

Creation of grade level common assessments

Aug 24, 2020 to Aug 28, 2020 - Staff

Review and develop an understanding around the scope and sequence

Aug 24, 2020 to Aug 28, 2020 - Staff

Analyze data from various assessments throughout the school year

Aug 24, 2020 to Jun 18, 2021 - Staff

## **Fund Compliance**

## ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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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.**

Parents are provided information on during the yearly State of School presentation which details student achievement in key areas of accountability including attendance, Growth and Attainment

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

CIWP includes plan for improving school wide teacher design of 5 week assessments aligned to grade level standards to provide high quality tier 1 instruction

**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.**

CIWP includes restructure of MTSS system to provide individualized tiered instruction including enrichment and interventions based on assessed needs

**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).**

CIWP includes restructure of MTSS system to provide individualized tiered instruction including enrichment and interventions based on assessed needs

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

Current teachers are part of interview and selection process of teachers.

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

Teacher participate in weekly, monthly and quarterly professional development to increase job capacity.  
Principal participates in monthly PLC

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

The school hosts several content specific nights throughout the year. It's a less intimidating way for parents to engage in the activities that are happening at the school. Parent Advocate works with parents to increase parental involvement and provide supports for families.

**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.**

Works with external partner Metropolitan Family Services to recruit and transition 3 and 4 yr olds to PreK and Kindergarten through various meetings and shadow days

**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.**

5 week cycle of grade level meeting included weekly analyzing data to inform instruction and provide necessary supports for individualized student needs

**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.**

MTSS system and structure which includes identifying areas of need and providing interventions to address the areas

**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.**

Parent Advocate works with counselor, dean of students and social worker on identifying programs and assist with providing resources where needed

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## **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.**

Currently parents are able to assist in the review process by completing the MSMV survey but in addition we would to include more digital surveys that will allow more parents to participate in the process. The parents on the Local School Council and those in the PAC/BAC are also included in the process. Including the LSC chair in the completion and review of the CIWP

**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**

Annual Organization meeting was held on this date 9/30/19 and all other meeting will take place bimonthly

**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.**

The school hold regular combined PAC and BAC monthly meetings which address topics that the parents come up with. In the beginning of the year parents take a needs assessment survey in which they list out possible topics of interest. Every meeting discusses their goal, success and areas of improvement for the school. Parents of the committees are encouraged to recruit other parents and encourage participation at school events and in their child's education

**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.**

The school will provide a BAG (behavior, attendance, and grades) report to parents. This report will be given/sent to parents every 5 weeks (bi-quarterly). DIBELS and mClass reports will also be given to parents. NWEA student profiles and conferences with parents to make them aware of what is happening with students. Failure notices are sent home in addition to conferences requested by the teacher.

**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.**

Those letters are automatically generated.

**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.**

The school has benchmark promotional grade meetings along with school-wide open houses and parent-teacher nights. Frequent calls to parents about concerns.

**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.**

The school hosts several content-specific nights throughout the year. It's a less intimidating way for parents to engage in the activities that are happening at the school.

**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.**

Professional readings are attached to the Lion Lines weekly and focus on tips to have effective conferences and how to further develop the culture and climate in the building. Interpreters are provided for those of us who aren't second language speakers, technology is another way, i.e. Class Dojo. The Mother's Day event brings out parents and gives them another opportunity to voice concerns.

**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 advocate to work with PreK teacher and TA with the coordination of programs for PreK parents to be involved in school functions and external areas of support

**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.**

All materials that are sent go home are in both English and Spanish. In addition an online presence would help.

### Policy Implementation Activities

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

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

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

**The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.**

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

N/A

### School-Parent Compact (Complete)

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**

To enrich the lives of all students so that they develop into inquisitive, well-informed, and thoughtful young people. It is through intercultural understanding and respect that our students will realize their global citizenship. We will provide a safe, nurturing, and enriching learning community where all students will perform at a high level of academic achievement

**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.**

We distribute first and third quarter. We also meet with parent when requested throughout the year. Every five weeks parents are encouraged to discuss progress reports along with the BAG reports.

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

We distribute first and third quarter. We also meet with parent when requested throughout the year. Every five weeks parents are encouraged to discuss progress reports along with the BAG reports. Teachers also request conferences with parents to address issues as they arise.

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

Teachers are available daily by appointment 8:30-9:00AM or during teacher's planning period or after school 4:00-4:30PM

**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.**

Parent Advocate coordinates parents to sign up to volunteer and schedules parents to volunteer through a variety of ways, in classroom, at lunch and recess, with events

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

Monitoring attendance includes calling the parents, home visits and Class Dojo. In Google Classroom there is a component that will alert the parent when the student isn't present. The use of the Remind App because it gives alerts from parents that have opted in about activities, events, homework, projects or assignments. Homework and behavior logs are used in the primary classrooms. Parents are notified about retakes and to hold students accountable students had to include what they did to prepare for the retake and parents have to sign off on it. Primary requires students to take assignments and tests home and have parents review and sign.

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

Parent representation on PAC, BAC and LSC. Check in check out for the parents with concerns and want to updated

**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 take ownership by creating stretch goals at the start of the year after reviewing their data. In talking to the lead partner in Girl Scouts, there is a new badge that they can receive when they are taking ownership of their learning. Student advisory helps is taking ownership with attendance competitions and incentives

**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.**

Training/ Workshops on ways to assist with children's social/ emotional development.  
 Training/Workshops in the areas of Literacy and Math addressing how parents can assist students at home

**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.	\$0.00
<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.	\$250.00
<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.	\$150.00
<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)	\$1100.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$300.00
<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.	\$300.00
<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.	\$200.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00

<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<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 be used only by parents.	\$305.00