

Luke O'Toole Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/23/2020	All Members	Intro to CIWP
01/28/2020	All Members	SEF Survey Results and Final Completion
02/11/2020	All Members	Identify Areas Of Critical Need & Goal Setting
03/03/2020	All Members	Root Cause Analysis & SEF Priority (3)
04/01/2020	All Members	Theory Of Action, Tagging CO Depts., Resources
04/29/2020	All Members	Action Steps for each ToA

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)
 - 4 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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** We have created multiple structures for teacher learning including large group professional development, grade level and content team specific development; protecting staff time for development opportunities. Professional Development is differentiated to the individual teacher level. Teachers are surveyed about the kinds of professional development opportunities they would find beneficial via formal strategies such as teacher focus groups or a survey of teacher needs and interests.
- 2 - Structure for Continuous Improvement
 - 2 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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:** The ILT has identified some problems of practice in our (K-8) in order to further enhance the learning experiences that are taking place. The focus on accountable talk strategies, instructional practices, and bettering communication have been implemented by grade-level and department leads. requires all content areas to utilize these measures in their classes every week. All department teams lead PD on accountable talk best practices during staff PD for their peers. The teacher leads are overseeing the monitoring and progress is discussed during department meetings. It may be beneficial to explore ways to observe teachers at other schools since there is currently only one teacher per grade level. There are opportunities to receive support from one another and to collaborate and to plan. Teachers are provided with opportunities to explore professional learning opportunities, greater monitoring of teacher practice through peer observations, learning rounds and also administration coaching.

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
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:** A concise understanding of how to best utilize the N11 scope and sequence. No vertical planning, no pacing charts; which is helpful for teacher stepping in for another teacher Each teacher teaches what they are comfortable with teaching.
- 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
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 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:** Teachers consistently are given supplement with materials; standards aligned materials lacking in intermediate grades (ELA); technology not always used to engage all modalities; materials used addresses one grade level, not multiple grade levels
- 2 - 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
- 2 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
- 2 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** ? Assessment methodologies will be designed or adapted for groups of students as needed. ? Teachers will select and designs formative assessments that accurately measure student learning and/or growth. ? Teachers use assessment feedback to inform future instruction for groups of students Strengths/Evident ? Grading system with update frequency ? Attempting to use data ? Communicating (possible) accommodations needed (gaps) ? Instructional Alignment vs Academic needs Non Evident ? Academic language ? Types of assessments (multiple measures) formative and summative ? Student feedback of actual work, reviewing assessment info ? Units
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 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)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)

- 3 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)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** ? Teacher conveys the value of the learning for its own end and the purpose for the work at hand, tying it to larger goals. ? Teacher conveys a belief in students? abilities and conveys high expectations for levels of student effort

and achievement. ? When asked, students convey that they can achieve at high levels. ? Teacher develops structures that enable practice and perseverance for each individual student. Strengths ? Dedicated counselor ? Team/support staff ? Communication between teachers and support staff ? Check In/Check Out ? Online personalized learning options for students Non-Evident ? More options for intervention for students that need additional academic/SEL support ? Intervention materials/resources ? No working plan for intervention and enrichment ? Optimal progress monitoring resources

- 2 - 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 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:** School advocates provide opportunities for learning within the community and beyond. School leaders conduct parent outreach through school-based programming (e.g. GED program, health and fitness programs, nutrition programs, Parent University). Principal collaborates with F.A.C.E. to provide teacher Professional Development to promote family engagement (e.g., Teacher Cafes, Partnership Building, Communication with Parents, etc.). Principal identifies barriers and creates practical solutions to engage families. Principal provides parents with suggestions and tips about how to help children plan, organize, and complete homework. These suggestions/tips are matched to parents' educational, linguistic and cultural backgrounds. Principal sees parents as thought partners and agents of change. Principal collects and shares testimonials to recognize excellence and learn best practices. Students are set up in NAVIANCE; take surveys about career choice, forecasting a possible integration of an 8th algebra course; students know what to look for and analyze to ensure high school entrance; have knowledge about scholarships; how to write applications and interview.

Quality and Character of School Life

- 3 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Principal leads a team of stakeholders to use a variety of data sources to continuously improve the quality of school-wide supports for SEL. Leadership supports and empowers staff members to lead the development and implementation of best practices for SEL. The school has recently started implementation of Check In/Check Out with students that demonstrate a need for further support. There are currently 40-50 students that have an adult that the check-in with for personal connection and to develop strategies . There is a

partnership between 3rd grade and Kindergarten classes as reading buddies. Greater opportunities for teachers to take the lead in school improvement efforts is needed.

- 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
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 4 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:** Tasks are tailored so virtually all students are intellectually engaged in challenging content. Teacher scaffolds and differentiates instruction so that all students access complex, grade-level, and/or developmentally appropriate text and/or tasks. Teacher's grouping of students is intentional and students serve as resources for each other to achieve mastery of the content/skills. There are multiple opportunities for students to be involved in extracurricular and enrichment opportunities through sports, clubs, and academic competitions. There is a greater need to incorporate civic projects that are embedded within the curriculum. Students are involved in community workshops, student social conferences, mentoring programs for young adolescent males/females.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 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:** School climate team can provide a safe and secure environment that is conducive to learning. This is accomplished by taking a holistic, 24-hours-a-day, seven-days-a-week approach to student safety. The school safety team is responsible for identifying and addressing safety concerns within schools while partnering with other stakeholders, such as the Chicago Police Department (CPD), to identify risks in the community that could affect the safety of CPS schools and students. This team uses a combination of methods, including prevention, intervention, and enforcement, to proactively address security issues to ensure the safety of CPS students in and out of school.
- 2 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- **Evidence:** A Targeted Universalist recognizes the critical role of systems and structures in students' everyday experiences, and acknowledges that the way students interact. As noted in the example above, TU encourages us to seek out what is working and the development of diverse solutions to create change because when we better understand what students need, we can create the practices that will best support all students in reaching the universal goal. Solutions developed via a TU approach support the most marginalized groups while simultaneously helping all students advance toward the shared goal.
- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** School should provide support to all students to ensure effective programs and settings for the academic, linguistic, cultural, social-emotional, and civic development of all young Chicagoans. Offer key supports with English learners to ensure their academic success through high-quality native-language instruction and the development of English proficiency. Promote bilingualism, biliteracy, and multilingualism, beginning at the early grades. Promote global citizenry for all students. Provide support to World Language Programs to ensure effectiveness for all students. Collaborate with content departments at the district level to ensure that all students have access to a high-quality instructional program.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	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

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	Targeted PD with implementation support & stronger tiered interventional focus
Root Cause 1	Inconsistent feedback around pedagogy and student task engagement
Area of Critical Need 1	Better implementation of a data driven instruction (DDI) cycle with true fidelity.
Root Cause 2	Poor development of a school wide uniform grading policy, w/weights of categories utilizing research based grading practices, considering the importance of retakes and redos.

Area of Critical Need 3	Delivery of cognitively-demanding instruction aligned to the Network 11 Scope & Sequence
Root Cause 3	Pockets of misaligned instructional planning, Lack of purposeful planning time, No horizontal/vertical goal setting

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math) If you see the patterns, one would notice the obviously inconsistent percentile scores achieved since SY2018	African American			
	Students with IEPs			
Vision: NWEA Growth G3-8 (Reading) O'Toole has scored in the 68th percentile for Reading growth on NWEA for SY19. Based on this trend, O'Toole can push onward to become a high performing school in the area of National School Growth Percentile - Reading.	African American			
	Students with IEPs			
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) (Blank)	African American			
	Students with IEPs			
SQRP: National School Attainment Percentile - Reading (Grades 3-8) (Blank)	African American			
	Overall			
SQRP: National School Attainment Percentile - Math (Grades 3-8) (Blank)	African American			
	Overall			
Vision: NWEA Growth G3-8 (Math) O'Toole has scored in the 58th percentile for Math growth on NWEA for SY19. Because of the fluctuation	Overall		63.00	71.00
	Students with IEPs		42.80	50.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>of Math growth on NWEA for these past years of gauging performance, O'Toole has developed a Math Inquiry Team that provides school-wide math initiatives that will lead to better outcomes for onward growth.</p>				
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>O'Toole has scored in the 68th percentile for Reading growth on NWEA for SY19. Based on this trend, O'Toole can push to become a high performing school in the area of SQRP</p>	Overall		64.60	73.40
	Students with IEPs		59.00	65.20
<p>SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)</p> <p>There has been a pattern of growth and we believe that with focused instruction, proper development/PD, and implementation of effective learning strategies student growth will improve</p>	African American		59.00	65.00
	Students with IEPs			
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>(Blank)</p>	African American			
	Overall			
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>(Blank)</p>	African American			
	Overall			
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>O'Toole scored in the 58th percentile for Math growth on NWEA for SY19. Because of the fluctuation of Math growth on NWEA for these past years of gauging performance, O'Toole has developed a Math Inquiry Team that provides school-wide math initiatives that will lead to better outcomes for onward growth.</p>	Overall		63.00	70.00
	Students with IEPs		42.80	50.00
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>O'Toole scored in the 68th percentile for Reading growth on NWEA for SY19. Based on this trend, O'Toole can push to become a higher performing</p>	Overall		64.60	72.40
	Students with IEPs		60.20	68.60

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
school in the area of SQRP with proper outcomes that can yield a legacy of student proficiency and growth.				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	African American		59.00	65.00
A stronger pattern of growth can be achieved with focused instruction, proper staff development/PD, and more adaptive implementation of effective learning strategies student growth will improve	Students with IEPs		48.50	53.60
SQRP: National School Attainment Percentile - Reading (Grades 3-8)	African American		40.00	51.00
There is ample opportunity to actualize a true shift in overall student proficiency and academic readiness for student mastery of grade level standards in Literacy. By adding a writing curriculum and the countless tools that are readily accessible will lead to more improving performance trends in this metric.	Overall		41.00	50.00
SQRP: National School Attainment Percentile - Math (Grades 3-8)	African American		28.00	37.00
Building a toolkit of solid mathematical foundations are at the core of actualizing the most meaningful math experience for any learner who aspires for excellence. Our inconsistent math performance trends have been a clear indicator of poor practice, inconsistent monitoring, and erratic assessment. These measures are pivot points for our growth in attainment and movement of more students into stronger levels of proficiency	Overall		29.00	38.00

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Goal is to maintain our Well-Organized Status from the past two years. Also, to reach 90-95% completion for both students and faculty.					

Custom metrics (0% complete)

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

Strategy 1

If we do...	ensure the delivery of exacting, high-quality instruction with a focus on scholars becoming independent critical thinkers who are able to master grade level core content knowledge and skills via the N11 Scope & Sequence
Then we see...	a more inclusive learning environment that fosters student ownership, encourages a culture for strong stakeholder engagement, and an improvement in the delivery of instruction that supports each individual student's needs.
which leads to...	annual school growth of at least the 70th percentile on NWEA in both Math and Reading.
Budget Description	First and foremost, there are some necessary partnerships with external vendors to implement ongoing professional development which will support the actualization of the work. Next, there are particular digital platforms and adaptive software for students that will aide and provide better their insight. In regards to human capital, there will surely be a need for some better interventional supports and enrichment opportunities for our scholars.
Tags	Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, OSEL: Tier 2 and 3 Interventions, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Continue grade level and inquiry team training sessions to facilitate cycles of learning and implementation of best instructional practices. Teachers follow DDI cycle as evident by small group instruction based on quarterly interim assessment and NWEA/Reading 3D data. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Progress Monitoring, Math: Equitable Access (Not started) Assess teacher practice to determine impact on student learning. Teachers plan and provide multiple learning opportunities to promote cognitive demand, seen as using accountable talk, asking higher order questions and student choice in instructional tasks. Tags:Curriculum, Instruction, Literacy: Key Practice #4-Authentic Learning Experiences (Not started) Principals regularly conferences with teachers based on REACH calendar to follow up on student engagement trends, learning task alignment, CFT performance feedback w/actionable steps to be monitored via Weekly Pop-Ins,

	<p>and reteaching plans. Adjust PD training to address individualized areas of each practitioner in need of additional support.</p> <p>Tags:Leadership for Continuous Improvement, Relational Trust, ODLSS: Instructional Quality</p>
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Strategy 2

If we do...	provide teachers with targeted professional learning (PD around Differentiated instruction, Interim assessments, etc.) around data driven learning cycles
Then we see...	improved planning for instruction, teacher collaboration, data analysis, and deeper teacher discussion around teacher instructional practice to move student learning so it meets the needs of all scholars.
which leads to...	the school achieving a 3-8 On-Track Index score of a 42.0 or higher by the end of 2020-2021 school year. For the 2021-2022 school year, it will increase to an index score of 44.0 or higher.
Budget Description	Funds shall be utilized accordingly. In some cases, particular instructional resources, social-emotional supports, and supplies might require budgetary pivots that will enable teachers to explore professional learning around our On-Track & Off-Track trends every 5th week. Utilizing key funds to supports parent learning opportunities and engagement events.
Tags	Structure for Continuous Improvement, OSEL: SEL Instruction, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) By the end of every August, leadership team will research and identify 3 vendors to develop support in the professional development of our staff with a focus on trauma-sensitive practices/environments (Social Emotional) and data-driven instructional planning (Instructional) <p>Tags:Leadership for Continuous Improvement, MTSS: Curriculum & Instruction, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Teacher Leaders develop professional learning opportunities focused on best practices showcased via Teaching and Learning Summits. To deliver professional learning during Flex Time and/or Optional PD, so that teachers adopt interdisciplinary, inquiry and project based, student-centered instruction, including a focus on Diverse Learners. <p>Tags:MTSS: Shared Leadership, ODLSS: District Representatives, OSEL: SEL Instruction</p>

Strategy 3

If we do...	provide PD to entire staff around shared leadership that ensures school-specific and district-aligned instructional and social-emotional learning with the necessary resources for implementation, collaboration, and transparency
Then we see...	all staff engaging in a collaborative data-driven professional learning focused on increasing social and emotional wellness, academic growth, and student ownership.
which leads to...	70% of students exceeding their expected growth targets and increasing their attainment percentiles in both MATH and ELA on MAP annually.
Budget Description	Will require an ongoing investment in teachers' leadership development. From this, some on-site visits and feedback sessions around fidelity of implementation. The ILT, GLT, and administrative Pop-Ins should provide a database of observed instructional structures and how to maximize cognitive investment of every student. Lastly, certain resources will be allocated for student intervention and enrichment resources.
Tags	MTSS, MTSS: Fidelity of Implementation, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) On a monthly basis, teachers and staff will participate in a building wide share-out sessions to discuss what they learned at their district PD and the look-fors that will be implemented in their classrooms as a result. Tags:Relational Trust, MTSS: Curriculum & Instruction (Not started) Teachers and Admin will discuss and architect a school wide uniform grading policy, weights of categories utilizing research based grading practices, and considering the importance of retakes and redos. Tags:Assessment: Balanced Assessment and Grading, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions (Not started) Identify and implement the AMPLIFY K-2 progress monitoring system aligned to updated curriculum to aide teachers in classroom Tier 1 and Tier 2 data driven instruction Tags:Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Progress Monitoring, ODLSS: Early Childhood, Math: Equitable Access (Not started) Create a connection to key external partners to provide access for all students in ensuring Morning Enrichment/After-School programming for academic, social-emotional, and kinesthetic engagement Tags:Arts Education: Authentic Arts Integration, Equity: Inclusive Partnerships, FACE2: Community Partnerships, MTSS: Family and Community Engagement

Action Plan

Strategy 1

Continue grade level and inquiry team training sessions to facilitate cycles of learning and implementation of best instructional practices. Teachers follow DDI cycle as evident by small group instruction based on quarterly interim assessment and NWEA/Reading 3D data.

Sep 08, 2020 to Jun 30, 2022 - Teachers, Admin, ILT, Teacher Teams, Staff

Assess teacher practice to determine impact on student learning. Teachers plan and provide multiple learning opportunities to promote cognitive demand, seen as using accountable talk, asking higher order questions and student choice in instructional tasks.

Aug 31, 2020 to Jun 30, 2022 - Teachers, Admin, ILT, Teacher Teams, Staff

Principals regularly conferences with teachers based on REACH calendar to follow up on student engagement trends, learning task alignment, CFT performance feedback w/actionable steps to be monitored via Weekly Pop-Ins, and reteaching plans. Adjust PD training to address individualized areas of each practitioner in need of additional support.

Oct 01, 2020 to Jun 30, 2022 - Teachers, Admin, ILT, Teacher Teams, Staff

Strategy 2

By the end of every August, leadership team will research and identify 3 vendors to develop support in the professional development of our staff with a focus on trauma-sensitive practices/environments (Social Emotional) and data-driven instructional planning (Instructional)

Aug 01, 2020 to Jun 30, 2022 - Teachers, Admin, ILT, Teacher Teams, Staff

Teacher Leaders develop professional learning opportunities focused on best practices showcased via Teaching and Learning Summits. To deliver professional learning during Flex Time and/or Optional PD, so that teachers adopt interdisciplinary, inquiry and project based, student-centered instruction, including a focus on Diverse Learners.

Aug 31, 2020 to Jun 30, 2022 - Teachers, Admin, ILT, Teacher Teams, Staff

Strategy 3

On a monthly basis, teachers and staff will participate in a building wide share-out sessions to discuss what they learned at their district PD and the look-fors that will be implemented in their classrooms as a result.

Sep 08, 2020 to Jun 30, 2022 - Teachers, GLT, Administration

Teachers and Admin will discuss and architect a school wide uniform grading policy, weights of categories utilizing research based grading practices, and considering the importance of retakes and redos.

Sep 08, 2020 to Jun 30, 2022 - Teachers, ILT, Teacher Teams, Staff

Identify and implement the AMPLIFY K-2 progress monitoring system aligned to updated curriculum to aide teachers in classroom Tier 1 and Tier 2 data driven instruction

Sep 08, 2020 to Jun 30, 2022 - Teachers, ILT, Teacher Teams, Staff

Create a connection to key external partners to provide access for all students in ensuring Morning Enrichment/After-School programming for academic, social-emotional, and kinesthetic engagement

Sep 08, 2020 to Jun 30, 2022 - Teachers, Staff, Students, External Partner

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Use of annual perception data from school staff, parents, and others in the community. Using a systematic method, such as root-cause analysis, this comprehensive needs assessment should identify the major problem areas that the school needs to address.

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

All of the academic standards for the state and local assessments will be discussed with all parents at the Open House/State of School Address program and during individual parent conferences with the classroom teachers. Parents may also get training in the school's computer lab on how to monitor their child's weekly progress on the ASPEN portal. Information will be sent home to all parents regarding the process for setting up their parent accounts in the ASPEN portal. The school's Target Goals will be shared with parents at Open House, State Of School Address, Family Night events, and they will be sent home in the monthly newsletter. Individual student goals will be sent home at the beginning of the school year so that parents are aware of their child's target score for the year.

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.

Ongoing review of performance data from the State's assessments, other indicators of academic achievement, and perception data to determine if the school wide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools need to annually revise the plan, as necessary, to ensure continuous improvement.

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).

Chunk tasks in the family schedule, in student assignments, and in lessons as necessary. If a student utilized this support in school, consider a checklist or task list. Minimize oral directions during live and recorded lessons. Provide clear, concise directions for student activities. Maintain simplified, routine directions for accessing remote learning via technology. Make use of technology to visually illustrate and provide repeated practice of new concepts. Utilize non digital materials with visual supports. Consider recording lessons/activities so that students can watch at their own pace.

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

Developing partnerships with external partners, universities, and college education programs to acquire the best talent to invest in the field.

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.

Help teachers access a full range of classroom instruction and leadership development resources: through professional development, coaching, university partners, peer networks, and partner organizations. Provide a coach for teachers to provide development through individual support and coaching. Agree to place teacher candidates in teaching positions for which they are qualified, and to give them the full range of responsibilities of full-time teachers. Communicate regularly about priorities for and progress of individual teachers. Commitment to Diversity, Equity and Inclusiveness through teacher development and collaboration. Assign a mentor or coach to any hired candidate.

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

Ground teachers in culturally responsive teaching and topics of diversity, equity, and inclusiveness. Coach teachers to build strong relationships with students, families, and the community. Services could come through on-site training, online PD, or Webinars.

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.

Parent-teacher conferences and ?progress reports? generated from the Teaching Strategies GOLD (TS-GOLD) assessment will continue to serve as the primary means of communicating student progress, as

Pre-K students are not issued grades. During remote learning, TS GOLD will continue to be used as a tool to support instructional planning and communicate meaningful developmental milestones and growth with caregivers. Please see below for details regarding what to expect for Pre-K progress reporting.

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.

Based on this upcoming school year, the annual assessment calendar shall be completed before close of year. Among the measures that will be used is TS Gold, Amplify, M-Class Math, NWEA MAP [Reading & Math], Illinois Assessment Of Readiness, Illinois Science Assessments, and teacher based-assessments in the interim, formative, and summative formats.

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.

Consider the wide range of assistive technology supports available to support text accessibility. Increase access by utilizing digital resources including the CPS virtual library and the many tools available on the resource guide for learners. Stream live lessons, co-teach, read aloud, etc. Plan small groups with a co-teacher, RSP or SECA, and Interact via Gmail, Google Chat, Google Meet or other approved platforms

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.

Develop and maintain relationships with school administration and instructional leaders, in order to align our support in pursuit of the school's vision and priorities. Share information about our organizational vision, goals, and priorities and solicit feedback. Connect school staff to other organizations, networks, or resources in order to foster collaboration. Build staff understanding and investment in the communities and neighborhoods where we partner. Connect partners with relevant media and visitor opportunities. Invite partners to share stories and successes at panels, events, etc.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parent input is given at each monthly Parent Advisory Meeting regarding the educational programs for our students. Parents recommend topics that they feel will help support their parenting skills and their child's educational learning experiences. Parents have opportunities to complete parent surveys throughout the school year requesting their suggestions for improvement or ideas they may have to increase parental involvement. The Local School Council members participate in monthly meetings to address the goals of the CIWP and make suggestions for improving student achievement. PAC members also attend LSC meetings to share their ideas and learn about the educational programs being implemented.

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

The Title I organizational meeting and annual meeting is held at the beginning of the school year (September 17, 2020) informing parents of our NCLB and Title 1 programs. The annual meeting is held for the P.A.C. parents to review and discuss the P.A.C. by-laws, Title I programs, and budget. The roles of a Parent Advisory Council member are discussed with all members. All parents are invited to attend the monthly meetings via monthly newsletters, reminder notices, Facebook, school web site, and monthly calendars. Parents also have opportunities to attend parent training workshops throughout the school year at the parent resource centers which are approved by CPS.

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.

Administration will meet with the parents at the P.A.C. meetings each month to create goals for parent meetings, discuss their ideas and suggestions about the educational programs needed for our students and to participate in a variety of parent training workshops that will assist parents in helping their children at home. Family night events will also be held in the early evenings to address the student data and curriculum goals for the year.

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 Illinois Assessment Of Readiness, TRC/DIBELS, mClass Math, NWEA Science Test, NWEA MAP, Compass Learning, Illinois Science Assessment and any other key benchmark measures will be shared with all parents quarterly and during parent conferences. Reports will be printed out and sent home to parents showing student progress for each subject area tested.

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.

If a teacher who is not highly qualified is assigned to a group of students, parents will receive notice in a timely manner following the CPS policies. At this time, we currently do not have any teachers who are not highly qualified. If one does arise as 'NQH', an investigation will occur and necessary options will be given to candidate for some type of resolution to issue.

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.

All of the academic standards for the state and local assessments will be discussed with all parents at the Open House/State of Address program and during individual parent conferences with the classroom teachers. Parents may also get training in the school's computer lab on how to monitor their child's weekly progress on the ASPEN parent portal. Information will be sent home to all parents regarding the process for setting up their parent accounts in the ASPEN Gradebook Portal. The school's Target Goals will be shared with parents at Family Night events and they will be sent home in the monthly newsletter. Individual student goals will be sent home at the beginning of the school year so that parents are aware of their child's target score for the year

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.

Parents will have opportunities to attend family night events, LSC meetings, parent advisory meetings, and parent training classes throughout the school year which will focus on literacy, technology, science, math, or fine arts. Parents will receive resources to use at home from the various meetings and events. Training will be held for parents to gain a better understanding of the IAR assessments.

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

Parent surveys will be reviewed with staff and parents which will guide the leadership team in planning educational programs for the students. Professional development workshops will be provided for parents and teachers which will address improving interpersonal relationships between parents and teachers. A parent forum will be held for parents to have a conversation with the Principal and teachers regarding their concerns or suggestions for improving student achievement and parental involvement.

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.

All parents have opportunities to meet with each other during the monthly PAC meetings to share their concerns and request help from the community partners. When needed, O'Toole staff members come to LSC and PAC meetings to speak about the curriculum goals or provide strategies to parents that will help them work their children at home. Kindergarten teachers will meet with Pre-K parents to inform them of the Kindergarten goals and how they can prepare their children for making a smooth transition from Pre-K to Kindergarten.

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.

School information, events, recognitions, and accomplishments will be shared with all parents, students, staff, and community through monthly newsletters, school calendars, school marquee, Facebook, school web site (www.otoolelions.org), and reminder notices. The school website is updated monthly to inform parents of school events, student achievements, and parent meetings.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

The Mission of O?Toole Elementary is to advance knowledge and educate students in core subject areas, technology, and other areas of scholarship that will assist in their quest for college readiness and career success. Every student will receive an educational experience that combines rigorous academic study and the excitement of discovery, with the support and intellectual stimulation of a diverse teaching and learning atmosphere. Our goal is to ensure that every student is given an opportunity to learn in an environment that is safe and provides a rigorous, instructional program that is differentiated, integrated, and meets the academic and social-emotional needs of all students to promote success in future educational and life endeavors.

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.

Parents may meet with classroom teachers during the non-instructional time frames. Monday-Friday to discuss the progress of their children. Conferences will also be held at the 5th week and 10th week of each marking period. Parents will come to the school for the 1st and 3rd Marking period to pick up their child's report card and participate in conferences with the teachers. Parent conferences will also be held at the end of the 20th week to discuss the progress of students receiving a certified letter due to failing grades for the 1st semester. Parent conferences will be held as needed with the parents, counselor, teachers, and the diverse learning team to discuss the needs or concerns for students. The first will be on November 18th for the Fall of 2020. The 2021 Spring RCPD will be held on April 21st.

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

Progress notices will be sent home at the mid point of each marking period for all students. Report cards are distributed to students and parents at the end of each marking period. Teachers in grades Pre-K-6th will communicate with parents via letters, the assignment planners, email, or by phone to discuss the progress of their children. Teachers may also communicate with parents by sending them messages through the parent ASPEN Gradebook Portal. Conferences are held with parents regarding the progress of the PLP plans for 3rd through 8th grade students every five weeks.

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

Parents must sign in on the Visitor's Log and get a pass from the main office when they are scheduled for a parent conference. All conferences may take place before school or after school. Teachers may contact parents by phone during their preparation periods. Conferences will be held in the classrooms or in the main office with administration.

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 may volunteer in the school only after the volunteer application has been approved by the Safety and Security department. Parents may volunteer to chaperone field trips, family night events, and school-wide programs that occur during the day. Parents may also assist teachers in the classrooms as needed. Observations may be done in the classrooms with parents and administration as needed. Parents are allowed to conduct unscheduled 5 minute check-in visits to monitor the behavior or any other concerns they may have regarding their child.

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

Parents will receive an automated phone call each time their child is absent reminding them to return the reason for the absence notice. Truant notices will be sent home for more than 5 unexcused absences and a conference will be held with the parent, attendance clerk, and principal regarding the attendance policy. Parents will be contacted by the principal regarding students who have more than two tardies and/or absences per week. Completion of homework and classroom assignments will be communicated in the student homework planners for grades 1st-8th. Pre-K and Kindergarten teachers will communicate with parents via notes, phone calls, and weekly /monthly classroom letters. Informational letters will be sent home for each grade level highlighting specific classroom projects that are due throughout the school year.

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 will have constant open lines of communication throughout the school year from the teachers and/or administration regarding the education of their children. Parents may meet with teachers, administration, or the counselor regarding student concerns or the educational programs. Parents may send notes, write in the planners, or contact the school by phone to express their needs. Follow up conferences or phone calls will be done by teachers, administration, or the counselor as needed throughout the school year. Parents are encouraged to attend the monthly P.A.C. and LSC meetings to express their concerns and participate in decisions relating to the education of their children.

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 will be given attendance incentives weekly for coming to school everyday. Students will be reminded of the 95% attendance goal each week and a data board will be created to highlight the classrooms that have 95% or better each week. SECOND STEP will be implemented throughout the school year to recognize students exhibiting positive behavior during the month. Student data boards will be utilized to chart student progress in each classroom based on the results from the NWEA MAP and TRC/DIBELS & m-Class Math data. Students are expected to write down all assignments that need to be completed in order to be prepared for each class.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

The goal for this year is to provide training for parents in the areas of core academics and social and emotional learning. Parents will be provided resources to use at home with their children. The parent workshops will also focus on the district assessments such as preparing students for the TRC/Dibels, mClass Math, PARCC, and NWEA MAP. Based on our Spring 2019 data, we had a decline in our Math growth/attainment metrics. The parents wanted to address some of the academic/college readiness needs of our students by learning about other resources they can use at home to help improve student engagement at school as well as at home. Based on the SY20 Winter Data, our we had a decrease of students meeting their growth and attainments targets from 2nd thru 8th grade and parents would like to learn how they can better prepare their children for being college and career ready.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$2000.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$400.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$300.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$250.00
53510	Postage Must be used for parent and family engagement programs only.	\$100.00
53306	Software Must be educational and for parent use only.	\$350.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$500.00