

Mildred I Lavizzo Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Tracey Stelly	Principal	tdstelly@cps.edu	Has access
Petrina Haynes	Assistant Principal	pdhaynes@cps.edu	Has access
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Jetaun Wright	Counselor	jwright63@cps.edu	Has access
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Suekina Milam	Primary Teacher	slmilam@cps.edu	Has access
Danielle Harris	Intermediate Math Teacher	deharris@cps.edu	Has access
Nicole Randolph	ESP staff/ Parent Rep	nallen-rand@cps.edu	Has access
Joe Huizenga	LSC Community	joeh Luizenga@yahoo.com	No Access

Team Meetings

Date	Participants	Topic
01/27/2020	all	CIWP Self Assessment, Goals, and rankings
02/18/2020	Haynes, Harris, Wright, Milam, Vulman, Stelly, Calandriello	Team identified areas of critical need, set up to ten goals
02/27/2020	Haynes, Harris, Wright, Milam, Vulman, Stelly, Calandriello	CIWP team meets weekly to make updates to CIWP.
03/10/2020	Haynes, Harris, Wright, Milam, Vulman, Calandriello, Stelly, Randolph	Team discuss root cause analysis
03/20/2020	Haynes, Harris, Wright, Milam	Team players review root cause analysis for each area of critical need, select an SEF priority

Date	Participants	Topic
04/16/2020	Haynes, Harris, Wright, Milam	Team develop/discuss ToAs and resources/ tag departments
04/24/2020	Haynes, Harris, Wright, Milam	Discuss/ Develop action steps for each ToA
05/04/2020	Haynes, Harris, Wright, Milam	Discuss and review changes made to CIWP
05/07/2020	Milam, Harris, Calendriello, Wright, Stelly, Haynes	

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make ?safe practice? an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** LSC meetings, AAI practices in the classroom, student council, ESSA meetings, Teacher-led PD, grade team meetings, Performance Management sessions, ILT, and School-wide focus on specific REACH components. Communication of student data, SQRP goals and CIWP priorities to all stakeholders at BOY and again at MOY. Students are aware of the school pledge and recites the school pledge during morning exercise.
- 4 - Structure for Continuous Improvement

- 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** LSC meetings, AAI practices in the classroom, student council, ESSA meetings, Teacher-led PD, grade team meetings, Performance Management sessions, ILT, School-wide focus on specific REACH components, Budget for full-time Dean, Budget for School Community Representatives, External partners with Youth Guidance, and Roseland Christain. Decorated boards featuring Graded Student work displayed on bulletin boards with rubrics in the hallways and classrooms.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Teacher have resources to create lessons/units that are aligned to the standards, scope and sequences and tailored to the students' needs. Small group instruction, SEL,
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 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
- 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:** We have Created a culture that reflects high expectations for all students and enables practice and perseverance for each individual student through our school wide AAI strategy (REQUIRED: OSEL) Through AAI practice Lavizzo students are able to work in small groups with the understanding that they encompass the ability to achieve academically and social emotionally. Lavizzo students utilize their strengths and weaknesses as they work through their learning. Lavizzo students recognize that they and other students possess strengths that will contribute to learning and they recognize that areas of weakness will cause constructive struggles. Through student discourse opportunities of recognitions are evident in Domain 2 respect and rapport, which is practiced during small group instruction. Students have question stems that they use if they need support with developing their own questions. Students have been using AAI strategy which include a learning toolkit. The toolkit consists of students' ability chose their role when they are in small groups. Balanced Literacy and Balanced Math blocks has provided our students opportunities to work on age appropriate vocabulary, deep thinking and discussions, check-ins for misunderstandings, alignment of tasks with standards and shifts, as well as exit tickets or reflections for self-assessments. Because we have focused on Reach components 3b, 3c, 3d and MTSS intervention, teachers have monitored and supported students? daily attendance, engagement, and academic behaviors. Lavizzo have montitored our new assessment tool (IXL) to check for student success on NWEA BOY/MOY(evidence will be an increase in attainment for 3-8 in EOY); We've utilized other instructional tools such as Achieve 3000, Raz Kids, Khan Academy, and Lead180.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 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
 - 2 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
 - 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:** The key shifts in reading(Complex text, evidence in text, building knowledge in nonfiction/vocabulary) and math(Focus, Rigor, and Coherence) are assessed using CPS Mars and Benchmark Assessments. Teacher lesson plans, objectives, and tasks reflect Lexiles and DOKs at complex levels. ESL students are assessed on Access testing to measure their development of academic language as English learners. Lavizzo has focused on Improving and promoting assessment literacy: Our ILT and grade level teams work together on building common assessments from the benchmark assessments provided by CPS. Lavizzo has Invested resources in helping teachers evaluate and improve the quality of formative assessments. Teachers collaborate and they have used the equip rubric protocol to check student task and it's complexity for the assessments. Teachers have created Lesson plans that include assessments for RIT groups.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Meet regularly with teacher teams around student work, differentiation, grouping, and Learning Continuum. Created a BHT to look at SEL component of MTSS students.
- 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:** Provide sustained summer learning experiences to minimize learning loss and support key transition periods (Step Up Program); Provide students with opportunities to discover personal talents and skills through our school-wide AAI toolkit, assemblies, and competitions; Counselor works with students and families to complete all included activities in Naviance, to build foundation for robust

post-secondary plans; Counselor works with 8th graders and families to consider both match and fit to select candidate schools (at least 3) where a particular student has the best chance of graduating;

Quality and Character of School Life

- 3 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** The adults in the school intentionally create opportunities for students to socialize, build positive relationships, and resolve conflicts peacefully in both the classroom and during lunch, recess, BAM, counseling sessions, OST time, and restorative conversations with the dean; Students are provided opportunities to learn social and emotional skills, including empathy, social awareness, and relationship-building with classroom teachers, counselor, and dean using Second Step; Students are taught and reinforced through daily corrections to support one another and to show compassion during moments of stress and hardship.
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 4 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
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Lavizzo's student council is a group of elected/ volunteer student leaders who worked and learned together with an adult advisor within the framework of the history and structures of the local and national voting process and ballot issues and candidates. Student candidates campaigned for weeks prior to the election day. They publicized literature on why they should be elected. There was a designated date where candidates had a forum in front of the student body. After classroom elected officials were chosen, these students met and addressed concerns. These students collaborated with the school administration to effectively impact their school community. Student council members were given the opportunities for student experience in leadership and encouraged student/faculty/ community relations. These students promoted school/community spirit as well as exhibited the voice of the student body by:
 - Assisted/organized school wide assemblies/ celebrations for student incentives
 - Monitored Hallways for safety/ climate control
 - Advocated for Lavizzo's students during designated ILT meetings
 - Participated in Community Service Projects of their choice
 - 7th/8th Grade Constitution Instruction connected to Social Science Units
- 2 - 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)
- 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 2 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:** Administration used daily walks and teacher feedback was given via Google Feedback form to make sure teachers followed their classroom routines and procedures that maximized instructional time. Teachers encouraged student voice in their classroom management plan. Students created their own classroom rules. Administration supported staff that needed support with classroom management. Administrations provided teachers with resources from the Knowledge Center and Central Office led PD to help with Classroom Management. A dean was budgeted and provided support to teachers, students, and parents. A BHT team was developed and included the RSP staff. This team met with our Network SEL once per month. We created a plan to assist teachers and students with SEL and behavior issues. Students' routines were established and conveyed to the students in September at the Discipline assembly and was modified as needed. We have adopted and utilized our school-wide PBIS expectations of behavior in all areas in the school building. Staff/ security monitored the halls daily . Students have used their classroom sign out form when they left the room and when they returned. Students have always practiced to never be in the hall without a partner. Lavizzo Teacher / staff were at their designated stations or at their door to welcome students in the AM. In September, teachers presented PD on how to keep a warm and inviting atmosphere within their classrooms.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - 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).
 - 2 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)

- 4 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 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:** Provide more opportunities for parents to volunteer in the building and attend monthly meetings and workshops.

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	2nd grade attainment in ELA
Root Cause 1	The format of the Balanced Literacy schedule
Area of Critical Need 2	2nd grade attainment in Math
Root Cause 2	Lack of consistent small group instructional time.
Area of Critical Need 3	3rd thru 8th grade attainment in Math
Root Cause 3	Lack of providing time for vertical planning and intentional school wide assessment tool and calendar

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math)	Overall		40.00	50.00
Lavizzo school received 1 point in 2nd Grade Math at the 9th percentile				
Vision: NWEA Attainment G2 (Reading)	Overall		40.00	50.00
Lavizzo school received 1 point in 2nd Grade ELA at the 7th percentile				
SQRP: National School Attainment Percentile - Math (Grades 3-8)	Overall		40.00	50.00
Lavizzo school received 2 point in 3rd-8th Grade Math attainment which decreased from 41st percentile in 2018 to 36th percentile in 2019				
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Lavizzo is seeking to improve in the area of safety in and around the school. Pre-surveys will be given to students to rule out misconceptions about physical safety. Include students in practices around safety concerns and issues. Continue to work with outside resources such as youth guidance and CPD to provide additional assistance to students and families.			4.00	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...	If Lavizzo's Administration restructure our Balanced Literacy schedule to provide 20% more time for small group
Then we see...	Teachers providing individual instructions according to students RIT and seeing constructive struggles with more complex text.
which leads to...	An increase of 50% in attainment due to Students exposure to higher level thinking and student led questions and discussions.
Budget Description	Purchase instructional materials and supplies and purchase material and supplies for small group in ELA with a focus on 3b and 3c with SA funds. Budget for Professional Development in ELS content area with SBB funds and provide Extended day for teacher collaboration and planning.
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction
Action steps	<ul style="list-style-type: none"> (Not started) Create and monitor the changed balanced literacy schedule to provide more time for small group instruction. <p>Tags:OECE: P-2 Balanced Literacy</p>

Strategy 2

If we do...	Administrators provide 20% more professional development (from math ISL) around Math Instruction and Math Practices with clear procedures and expectations
Then we see...	The teacher providing Daily math instruction that reflects those math practices from the Math Professional Development
which leads to...	50% increase in student attainment in math
Budget Description	Provide SBB funds for professional development/conferences/materials for Math instruction and math practices.
Tags	Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Meet with 2nd grade teachers and Math ISL to plan and provide specific protocols for Math instruction, math practices, assessments. <p>Tags: Leadership for Continuous Improvement, Assessment: Multiple Measures to Provide Evidence of Student Learning, Math: Formative Assessment</p>

Strategy 3

If we do...	Administration and 3rd through 8th-grade math teachers meet weekly reviewing student work and interim assessments
Then we see...	Teachers assessing students on rigorous math task based on standards and student needs in Math
which leads to...	50% of 3rd through 8th-grade students at grade level in Math
Budget Description	Provide extended time for planning with ILT with SBB. Purchase of a common assessment tool with Title I funds. Provide PD for the common assessment tool using SBB funds.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Research 3 different common assessment tools to purchase one for school wide use in Math <p>Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Formative Assessment</p>

Strategy 4

If we do...	? Create student council and continue to have a student IB representative that will help create interim surveys about safety and student voice
Then we see...	¥ a safer environment for our students.
which leads to...	? an increase in scores on MSMV under students safety.
Budget Description	We will Create a Social Contract with incentives that will involve student interest activities that are cognitively challenging to all students but do not cause them to become totally frustrated with the concept and allow students to have choice in selecting interest activities.
Tags	Student Voice, Engagement, and Civic Life, Physical and Emotional Safety, Arts Education: Building a Student-Centered Arts Classroom
Action steps	<ul style="list-style-type: none"> (Not started) Programming students in competitive activities such as in Olympic style games, visual, creative, and performing art, and other engaging activities in which students become aware of underlying problems and issues that cause them to react negatively towards others. We will work with external partners under the 21st Century grant as a budget source for these activities. <p>Tags: Student Voice, Engagement, and Civic Life, Physical and Emotional Safety</p>

Action Plan

Strategy 1

Create and monitor the changed balanced literacy schedule to provide more time for small group instruction.

Aug 13, 2020 to Jun 18, 2021 - Administration

Strategy 2

Meet with 2nd grade teachers and Math ISL to plan and provide specific protocols for Math instruction, math practices, assessments.

Aug 26, 2020 to Oct 30, 2020 - ?Admin., teacher, ISL

Strategy 3

Not started May 07, 2020

Research 3 different common assessment tools to purchase one for school wide use in Math

Jun 22, 2020 to Aug 01, 2020 - Admin. and ILT and 3rd-8th teachers

Strategy 4

Programming students in competitive activities such as in Olympic style games, visual, creative, and performing art, and other engaging activities in which students become aware of underlying problems and issues that cause them to react negatively towards others. We will work with external partners under the 21st Century grant as a budget source for these activities.

Jul 27, 2020 to Jun 30, 2021 - Admin., ILT, 21st Century 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.

The school's CIWP provides long-term goal settings focusing on academic and SEL improvements. Frequent monitoring and reassessing the needs of the school occurs with Administrators, ILT, and grade level teams. Administrator meet with ILT over the summer and begin to analyze end of the year data to determine areas of needs for the school will occur.

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

Implement and help fund MTSS program consisting of personnel that will provide small group and individual assistance to students at different learning levels of achievement.

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.

Purchase ELA and Math research-based programs (Nearpod and Khan Academy) to serve as core curriculum used to teach at or above grade level skills and strategies. Purchase ELA novels to encourage independent reading and increase comprehension and vocabulary. Use CPS checkpoints for instructional strategies and assessments. We will focus on Math attainment. Research-based programs will be detrimental in providing structured lessons geared towards at or above grade level status for students in grades 2nd- 8th.

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).

Purchase programs such as Amplify program to expose at-risk students with hands-on experience in math and science concepts. Purchase Nearpod to provide teachers with vertically-aligned instructional tools. Provide Tier III intervention with the purchase of programs like AtoZ RazKids, Moby Max, and SRA kits. Comprehensive SEL programs like CBITS, Second Step, and Restorative Practice provide mentoring, counseling, and pupil services.

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

An interview team of administrators and Lavizzo teachers meet to interview candidates. Questions are posed that are specific to the position. Highly Qualified teachers are retained due to school climate and culture. Teachers are encouraged to take leadership roles in the school such as being the chairperson over a committee. Teachers receive all necessary classroom supplies and equipment that supports instructions (computers, elmos, Smartboards, and LCD projectors). Attend career fairs and promote academic growth of the school as well as the culture and climate of the school (MSMV). Administration also promote teacher collaboration and convey how support through professional development is a focus to build teacher capacity.

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.

It is stated in Lavizzo's mission statement that through professional development and collaboration, all stakeholders will help build and implement an environment of academic excellence. Teachers and Paras are trained in the core ELA and Math curriculum. Parents participate in workshops hosted by reading and math teachers to find ways to help their children in reading, math, and science. All teachers are encouraged to continue their professional learning. Network provides PD for teachers at least once per month.

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

1. Parents participate in workshops hosted by reading and math teachers to find ways to help their children in reading. Literacy night is hosted by the teachers and ESSA parents. We are anticipating to reboost our parents' participation in The Parent Mentor Program to assist the teacher during small group reading blocks. Parents volunteer during book fairs, book give-aways, and help organize classroom libraries.

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 workshops and orientations are held in the second half of the school year to encourage Prek parents to enroll their children in Kindergarten. Programs like Step Up To Kindergarten will continue to be funded to help support students and parents in the transition to Kindergarten.

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.

Lavizzo's 2020-22 CIWP include making sure that our calendar drive our priorities which include scheduling assessments, scoring, analysis, and professional development. The administration with the ILT will create the calendar after EOY data is available. Adjustments to the calendar will be made as necessary throughout the school year. It is our focus and a priority to provide high quality, research-based assessment for our students.

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.

Lavizzo's 2020-22 CIWP includes making sure that our assessment calendar illustrates our priorities which include scheduling assessments, scoring, analysis, and professional development. The administration with the ILT will create the calendar after EOY data is available. Adjustments to the calendar will be made as necessary throughout the school year to address the needs of Tier II and III students as well as advanced level students. Activities will continue twice a year such as whole school achievement bulletin board that allow students to display their growth target goals. Pep rallies activities to promote and motivate a positive testing environment. Award assemblies are conducted quarterly and provide recognition to all students.

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.

Any funds to support violence prevention, nutrition, or other workshops for families and students will be included in the ESSA yearly calendar with meetings or workshop flyers, agendas, sign-in sheets, and minutes.

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.

ESSA meets at the beginning of the year to plan a yearly calendar which is adjusted as the year progresses to meet the needs of the school. ESSA meets monthly and invites parents to workshops, shares the needs of our students as well as shares tips on how parents can support students with classroom work and district assessments.

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

Title I Annual Meeting and the Title I PAC Organizational Meeting was held the first two weeks in September 2019. All of our parents are invited and encouraged to attend all of our monthly and Title I meetings. This is accomplished by sending robocalls to parents, posting flyers at the school entrances/exits as well as sending flyers home with the students. School information is also posted on our School's website and twitter page. Our State of the School Annual Meeting is held the second week of November and another one midyear in February after we receive MOY district assessment data.

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.

Parents will be invited to a school-wide open house before school begins in September. Parents will have the opportunity to meet with classroom teachers and discuss the curriculum that will be utilized this school year. Parent workshops will also be held to expose parents to lessons that their child will experience in math, literacy and science. Parent Portal will be explained to parents and every parent will be encouraged to sign-up. This will allow parents to monitor attendance, behavior, and academic status. Information presented at Open House will also be shared again with parents during various school events. As the requests come to the attention of the School Administration, parents will be notified and invited to upcoming PAC meetings and inform parents that the meetings are on-going and monthly.

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.

At the end of the EOY testing window, once the data has been compiled and reviewed, each homeroom teacher will send home a student profile for each student. This report will identify the student's Math, Language Arts, and Science progress for that current school year as well as identify academic goals for the upcoming year based on his/her performance. This information will be shared again at the first and third quarter report card pick-up sessions.

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.

When a student has been assigned to or taught by a teacher that is not "highly qualified", the student will be given a letter to take home to his/her parents as well as a letter will be mailed home. Fortunately, Lavizzo's administration works with HR during the vetting process to ensure that the hiring of a teacher that is not "highly qualified" is not a common occurrence.

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.

Bi-annual State of the School (SOS) addresses are held at the beginning of the school year in November and after Middle of the Year assessment in February. The SOS allows parents to participate in descriptive conversations around individual and school assessments and data.

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.

At first and third-quarter report card pick up, a Staff person is available in the Parent Room to instruct parents how to access Parent Portal to monitor student grades. Additionally, Parent Mentors are also available to recruit additional Parent Volunteers. IXL, JGB, Khan Academy, and Achieve 3000 are resources used at our school to increase higher-level thinking. Students may access these resources on any smart device allowing parents to monitor student's progress at home. IXL which provides adaptive instruction is our school-wide resource that can be accessed on any smart device allowing parents to monitor student's progress at home.

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.

At the beginning of the school year, included in Principal-Directed Professional Development, the Principal and/or Assistant Principal will share with Staff the importance of collaborating with parents and strategies to do so, included but not limited to calling parents to share strengths about a student and notifying parents about what is being taught in class. We will use online platforms such as Google Classroom and Google Meets as well.

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.

PreK parents volunteer on a monthly basis in classroom activities, any field trips, assemblies, and workshops.

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.

Newsletters are sent home with students quarterly. Information related to school and parent programs is given to parents multiple ways. Flyers are posted at the entrances/exits of the building, flyers are given to students to take home, the information is posted in the office and Parent Room, and robocalls also go out.

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.)

We believe that through professional development and collaboration, teachers will create and implement an environment of academic excellence through rigorous data-driven instruction and assessment. All students will receive well-rounded educational experiences that address the whole child by focusing on their educational, social, and emotional needs. In partnership with families and the community. Lavizzo will continue to foster educational opportunities, social involvement, and collective endeavors that will empower all of our students.

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.

Parent-teacher conferences will be held whenever a parent or teacher deems necessary. Teachers will provide suggestions on how the students may improve and commend students for positive behavior and grades. There are two scheduled CPS report card pick-up dates which will be in November and April of the school year.

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

Progress reports are sent home every five weeks so that parents are informed on their child's progress. Parents will also be able to sign up for Parent Portal to monitor the progress of the student's grades. Parents may also email teachers through the school's website. Parents also participate in open house and parent conferences.

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

Parents are able to meet with teachers before and after school by appointment. There is a parent-teacher conference request form in the main office that parents can complete to request a conference. Teachers are available during their preparation periods to return phone calls or to make calls to parents.

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.

All parents can complete a request to volunteer. The Parent Mentor Program allows 8-10 parents to participate in assisting teachers in the classroom during instructional time daily. They will continue to be processed through CPS parent volunteer programs. Parents may volunteer in the morning, during lunchtime, and in the afternoon. If other parents (not a part of The Parent Mentor Program) would like to volunteer in their child's classroom, the parent must contact the teacher to set up a scheduled time to volunteer.

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

Parents will monitor their child's homework and work with staff to ensure that students are completing their homework assignments on a regular basis through the CPS Parent Portal system or teacher contact. We hope to have all new parents signed up for the Parent Portal and the school will have a goal of having 70% of the parents signed up for Parent Portal by the end of 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 participate in the decision making process during ESSA meetings. Parents may call the school office to set up an appointment to meet with the school team. The counselor, nurse and social worker are also available to participate and provide input at these meetings.

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).

Student incentive programs are in place for student attendance, academic achievement and student behavior. Student input is solicited to encourage a successful incentive program.

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.

Specific Goals set by our District for our students for the SY21 are as follows: NWEA 2nd-grade attainment goal in ELA and Math is 30% and 3-8th Math is also 30% attainment. Our parents are involved and engaged with monthly workshops and meetings in academic and SEL areas. SOS includes parents and provides our parents with the opportunity to ask and answer questions regarding student and school data. Increasing parent volunteers will increase parent knowledge of daily routines in place that help increase student achievement. Informing parents about MTSS processes and staffing processes increase their knowledge of assisting their children both academically and socially. Parents are invited to attend Parent University held at Corliss HS monthly to share information and resources.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$989.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$500.00

54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1200.00
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.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00