

George Leland Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020	Nelson, Daugherty, Portee, Immordino, Park, Bodkin, Banks, Khadri, Franks, Mallard	Identifying SEF Priorities

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make safe practice an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** We continue to work towards establishing a strong, shared vision and mission. All stakeholders engaged in developing a plan of action to cultivate the capacity in others that helps them shift from a fixed mind set to one of growth, leadership, empathy, personalization and shared community ownership focus on the goals outlined in the school development plan that will continue to allow our students to grow academically, emotionally, and socially.
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Stakeholders report professional development as rigorous and focused on student learning. Professional development is focused on the instructional

needs of all staff. Teacher capacity is developed through teachers attendance at the Summits, PLCs and N3 P-2 Literacy professional developments. Continued partnerships with the STEM office, Project Exploration In-house training by STEM Coach has allowed for teachers to implement best practices in STEM curriculum. Teachers have also participated in an observational setting to see best practices in other schools within the Network. To maximize their experience, teachers were given time to think carefully, execute theories and practices then evaluate and reflect on newly implemented practices and strategies. Teachers felt safe trying new strategies, refined skills, grappled with the implementation and are able to share newly gained knowledge and pedagogical skills. Beyond Weekly Grade Level Meetings teachers also met in self directed grade band teams and formed peer coaching opportunities for themselves to explore instructional best practices. Teachers/staff are building trusting and safe collegial relationships. REACH observations conducted with reflective, actionable and practical feedback. Professional learning opportunities are plentiful, more monitoring of implementation needs to occur by teacher leaders, the Instructional Leadership Team (ILT) and administrators. The following community partners assists with a variety of resources: BUILD, Space to Grow, Project Exploration, Loretto Hospital, and Chicago Youth Programs. We also received a Community Schools Initiative grant to extend learning opportunities through field trips and student based workshops additionally various Donor Choose and Target grants have been written by teachers for additional novel sets, technology, STEM challenges, field trips, physical education supplies and school supplies. Art and Dance teacher awarded a Creative Arts grant. After School Enrichment programming was enhanced by the Out-of-School Time (OST) grant.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** As we continue our challenge of ensuring all students are ready for success after high school and into college and career, we are driven by the Common Core Standards which focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. Our vision is to move students academically by providing differentiated support in a small group setting and also providing instruction at students grade level. The following is a listing of our strategies and resources we have aligned to the vision: "Data driven student grouping and planning Customized learning pathways for every student" "Project based Learning" "Small group instruction" "Flexible learning environments for students" "Social and Emotional learning," "Community partnerships to deepen pedagogy & reduce class size to advance student learning 21st Century Skills Integration Kagan Structures Utilization of Researched-

based interventions for reading and math. Vertical alignment of units of instruction in writing, language arts, math are areas of development. Create and evaluate curriculum maps with vertical teams.

- 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
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 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:** Instructional best practices and structures are emerging with all teachers. Implementation of these practices must be monitored more frequently with practical feedback for consistency and habit. Teachers prepare lessons aligned to the Common Core State Standards that incorporates the Universal Design for Learning principles that focused on maximizing learning opportunities for all learners. Instructional targets are data informed using the Student Profiles, Growth Reports from NWEA reports. Primary students progress monitor using DIBELS and TRC. Instructional Targets for Kindergarten students are data formed by KIDS. School-wide progress monitoring using NWEA Screener, OTUS Assessments, exit slips and teacher directed assessments. Supplemental resources utilized are Compass Learning, Achieve 3000, Khan Academy, and Bluestreak. Conduct informal observations with feedback must be provided to teachers. Peer walkthroughs and observations have established protocols Additional individual data conversations on a regular basis The use of culturally relevant text and complex texts that will allow students to demonstrate productive struggle. Teachers use Creative Curriculum, Fountas and Pinnell level library, novels. GO Math for Tier 1 instruction. Words Their Way Phonics/Word Study Michael Heggerty Phonemic Awareness in primary grades. We are a STEM school and our students have 1:1 technology (iPad or Chromebook) for instructional support. Teachers have access to projectors and Elmo document cameras for whole and small group instruction. Students 4th - 5th are scheduled for additional STEM learning opportunities in the STEM Lab. All students are scheduled for Technology Lab utilizing a variety of software programs (RAZ Kids, Khan Academy, Padlet, Kahoots!, Edmodo and Class Dojo) to meet the needs and learning styles of all the students.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 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
- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 1 Utilize assessments that measure the development of academic language for English learners
- 2 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:** We have an uniform grading scale, weights, and are implementing student goal setting sheets for MOY, and EOY. Students in grades 6 - 8 are exposed to emerging small group instruction that allows for teacher to create exit slips that quickly assess student mastery. Grade 3 participate in walking reading to support differentiated instruction. Vertical alignment is an area to develop during the creation of 5 week interim assessments to ensure there are no gaps in Tier one instruction. Teachers adjust instruction to address identified gaps in student mastery. This data is sometimes used to combine and compare data across classrooms and allow teachers to work collaboratively to develop assessments that are aligned to small group instruction. With the use of OTUS assessments, trained teachers will create assessments with fidelity that are aligned to Tiel 1 and small group instruction.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 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)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 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)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 1 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)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)

- **Evidence:** Students in grades 6-8 are receiving small group instruction via an interventionist based on NWEA MOY Data. ; All teacher and student schedules allow for a MTSS block; 80% set as mastery level for learning;. Students are Tiered based upon the mastery of the standards; teachers individualize instruction based on students' needs; progress monitoring of DIBELS/TRC to monitor the effectiveness of scientifically research-based literacy interventions; Compass Learning quizzes and NWEA Screener used to progress monitor NWEA; small group instructions/guided reading based upon formative assessment data; monitoring and recognition of Categories of On-Track students; supports provided teacher and administration to intervene or prevent chronic absenteeism; Off track report used to establish supports and interventions for students receiving less than a C in language arts and mathematics; five and ten day notices mailed, home visits, parent/administrator conferences, institutionalize weekly and monthly attendance acknowledgements, attendance incentives, awards assemblies for academics and attendance
- 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
 - 2 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:** High school partnership with Michele Clark S.T.E.M. School; Junior Achievement Days to stress STEM focus; set personal learning goals. Most of our students have been limited to the confines of the Austin community. It is our mission to provide our students with the resources and opportunities to experience the rich cultures and diversities beyond their normal scope. Through the use of varied technological tools we will open the world to the classroom. Our goal is to enable our students to collaborate side-by-side with students from other schools, communities, and even students from other countries as a means to enhance their understanding of the world around them. Classes have taken virtual field trips through the use of Safari Montage. Some students participate in Project Exploration after school program and participate in robotic tournaments for exposure to variety of career paths. Ultimately, it is our desire to break down the physical barriers of school and place real world experiences at the fingertips of our students.

Quality and Character of School Life

- 2 - 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)
 - 2 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:** Interactions are positive, caring and respectful and adults act as advocates ;Attendance incentives are in place, peer awareness of the importance of attendance, peer support, Mustang bucks; opportunity peer relationships, dances, sports activities; The development of a walking reading mentoring system is emerging that allows for varying grade level interactions that include reading to younger students, mentoring younger students, etc; Continue to promote and enhance expectations of academic and social code of conduct; increase use of Mustang bucks to increase positive interaction between staff and students alike; Supportive of each others personalized learning levels; Train staff to be sensitive to all students and be aware of students that are in homeless situations, gender identity questionability, health, etc; Sharing information with all staff who work with any child that can support teachers provide academic learning to students. Administration being supportive with schedules and accommodating changes; and also being supportive with scheduling to support incentive plans/ Prep teachers/pullout are used to support and enhance student learning; Continuous professional development on restorative practices will support teachers to embed SEL strategies within the instructional setting which will sustain and manifest in school and in daily life. Continuous professional development in SEL and Restorative practices will assure that teachers incorporate empathy into action through thoughtful lesson planning. This will eventually lead to integrate more student voice to help build their resilience.
- 2 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** There has been some emerging attempts to include student voice. Areas of focus include increased student voice within Leland with the creation of student council to help communicate information to the students body; Allow more student input for attendance incentives, implement more clubs and sports for students to participate in and utilize the voting process to stimulate civic school life. Leland students and staff get involved in community activities such as volunteering at local community organizations, schools, etc. Create partnerships with community organizations to bring the community within the school.
- 2 - Physical and Emotional Safety
 - 2 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)
 - 2 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:** We have procedures in place to ensure the safety of all stakeholders; CHAMPS implemented schoolwide. Emergency Evacuation policies and procedures are practiced regularly; teachers given time to practice and establish classroom routines and procedures with students; The development of SEL lessons plans will allow for the teaching of positive behavior expectations; Arrival, dismissal and other school-wide transitions are improving and adjusted as needed to ensure a safe and orderly climate; Active supervision is used by some personnel in all settings; (administrators, security officers and SECAs supervise recess, cafeteria and hallways; middle school teachers are to step into the halls during transitions to supervise student movement); Student Engagement Team oversee the distribution of Mustang Bucks which are used to reinforce positive student behavior, Staff Handbook includes clear expectations and criteria established for office referrals versus classroom managed behavior.
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** The school has implemented a BHT(Behavioral Health Team) that allows for the use of research based strategies to support social and emotional development for all students. Partnership with LSSI (Lutheran Social Services, Inc) allows for additional interventions to target students who may need and intensive support for SEL. There is a system of managing referrals and assigning students to interventions.
- 3 - Family & Community Engagement
 - 2 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)
 - 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:** We are working at developing a strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, improving connection between the school and home, and encouraging participation and high levels of collaboration with families. Families can support the school's operations through activities including but not limited to

participation on parent councils (e.g. LSC and PAC). There is improved levels of communication between schools and families through the use of website, newsletters, announcements, marquee signage, blackboard connect, parent portal, parent meetings, etc. Families have a way to voice concerns and schools address and respond to input. We are seeking ways to work together, so we can transform education and the community.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Quality and Character of School Life: Physical and Emotional Safety	4
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	5
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Literacy attainment among 2nd grade students.
Root Cause 1	Lack of Foundational Skills due to the high mobility rate amongst our primary students
Area of Critical need 2	Math Growth among students with IEPs
Root Cause 2	Relevance of Learning/Student Engagement
Area of Critical Need 3	Literacy growth among African American males
Root Cause 3	Lack of Structured Coherent Curriculum
Area of Critical Need 4	Literacy Growth among students with IEPs
Root Cause 4	Differentiation in the curriculum to meet the needs of the students

[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.

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 (Reading) We understand foundational skill instruction needs to be balanced with opportunities to engage in productive struggle with rich, engaging, complex texts to develop strong comprehension skills while ensuring students can read accurately and fluently	African American		36.20	42.10
	Overall		37.10	43.00
Vision: NWEA Growth G3-8 (Reading) I understand where we have strengths and gaps in curriculum, instruction, and assessment when it comes to Advanced Literacy.	Students with IEPs		38.80	43.00
	Students with IEPs		35.31	39.82

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) We understand the value and purpose of rigorous, standards aligned math instruction.	Overall		38.35	42.10
Vision: Attendance Rate	Overall		89.76	90.82
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	-engage teachers in a year long cycle of inquiry on using formative assessments to guide instruction with a focus on independent reading (SY21) and strategy groups (SY22)
Then we see...	-differentiated instruction through flexible small groups and independent reading conferring; -an increase in time spent reading in differentiated small group instruction and more of a balance of foundational skills instruction with an abundance of reading diverse and engaging texts as balance critical foundational reading skills instruction with the reading of rich, engaging and complex texts and -provide multiple learning opportunities through flexible instructional groups that vary based on learning objectives, intentional teaching of vocabulary (all content areas), student needs, and real-time monitoring of

	academic progress measured by the CPS Key Practices Reflection and Conversation Guide - data informed tiered instruction
which leads to...	-increased student outcomes by 5% as measured by NWEA Reading Growth per year. - increased percentage of Diverse Learning students at or able their growth goals for literacy to 43% by EOY SY22.
Budget Description	Interventionist position, Extended Day (buckets), Materials (software and instructional), Textbooks, Professional Development consultant/vendors, conferences 115, 124, 332 - Extended Day (buckets), Materials (software and instructional), textbooks, diverse culturally sensitive classroom libraries, leveled books with progress monitoring tool, supplemental text to support current events and informational literacy, professional development consultant/vendors, conferences to support differentiated learning, literacy, student engagement and or middle school instructional practices
Tags	Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment, CBE: Adaptive Pacing, CIDL: Curriculum, Equity: Resource Equity, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership, ODLSS: Instructional Quality, OECE: P-2 Balanced Literacy, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Provide professional development during summer session along with the purchase and implementation of Wilson Foundations which provides all students in K-3 classrooms with a systematic program in the foundational skills for reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. 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 (Completed) Provide teachers with professional development prior to implementation. Purchase and implement Fountas & Pinnell Literacy Curriculum of Reading Mini Lessons, Guided Reading, and Interactive Read Alouds. 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 (On-Track) Implement Novel based instruction in grades 6-8.

	<p>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</p> <ul style="list-style-type: none"> (Behind) Expand access to diverse and well stock text collections that provide opportunities for all student to engage in text from a wide range of genres including texts of appropriate grade level complexity by building classroom libraries and the use of school bookroom that supplies leveled reading books <p>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</p> <ul style="list-style-type: none"> (Not started) Peer observations and Instructional Walks <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 2

If we do...	use existing grade level/department meeting structures to prioritize teacher collaboration with a focus on the level of cognitive demand in mathematics instruction; informed by student data and -engage all teachers in the design thinking process to promote innovative instructional practice
Then we see...	-mathematics instruction strengthen more consistently across the school -flexible student math groups -students to have multiple opportunities to demonstrate mastery skills - embed student-interest driven STEM enrichment opportunities within the school for all students and additional out-of-school opportunities for students with below-average attendance and -create meaningful STEM career-focused activities -increased teacher intentional planning and increased student engagement, the development of positive STEM identities and - increased interest in and readiness for STEM careers and post-secondary instruction
which leads to...	-increased percentage of Diverse Learner students at or above their growth goals for mathematics to 39.82% by EOY SY22. -accelerated student learning as measured by grades and assessments an increase in the students? learning -increase in student attendance rates
Budget Description	115, 124, 332 - Extended Day (buckets), Materials (software and instructional), textbooks, diverse culturally sensitive classroom libraries, leveled books with progress monitoring tool, supplemental text to support current events and informational literacy, professional development consultant/vendors, conferences to support differentiated learning, literacy, student engagement and/or middle school instructional practices, conferences to support differentiated instruction, STEM integration, student engagement, questioning and discussion, student ownership, mathematics.
Tags	Curriculum, Instruction, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Adaptive Pacing, CIDL: Digital Learning,

	<p>Equity: Inclusive Partnerships, Equity: Targeted Universalism, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership, ODLSS: Instructional Quality, OSCP: College and Career Readiness, OSCP: Postsecondary Pathway Advising & Planning, OSSE: Attendance & Truancy, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation, Science: Rigorous Tasks, SSCE: Student Voice, STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: School Structures & Culture (SSS2), Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Multiple observations, professional learning Tags:STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: School Structures & Culture (SSS2), Math: Rigorous Tasks, Math: Curriculum • (Not started) coaching calibrations Tags:STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Distributed Leadership, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum • (Not started) instructional walks Tags:STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum • (Not started) Partnership with Project Exploration with teacher collaboration of in school learning activities Tags:STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: School Structures & Culture (SSS2), STE(A)M Schools: STE(A)M Career Pathways (SSS6), Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum • (Not started) teacher planning sessions for math and science instruction during summer Tags:STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum

Strategy 3

<p>If we do...</p>	<p>support implementation and monitoring of Tier 1 SEL Curriculum and CHAMP strategies with individualized student supports</p>
<p>Then we see...</p>	<p>-teachers with increased knowledge of SEL standards and transformative SEL competencies will increase -teacher knowledge of SEL instructional practices will increase; teacher ability to integrate content will increase, students applying SEL skills -better connection with students that need Tier 2 and Tier 3 interventions; better monitor student progress through interventions; better collaboration with community partners to provide</p>

	Tier 2 and Tier 3 interventions, and identified students applying SEL skills -an increase in the number and fidelity of staff implementation of supportive and restorative practices in response to student behaviors
which leads to...	-increase in student engagement and civic engagement -increase in attendance -decrease in misconducts and suspensions -increase in teachers logging Interventions in ASPEN
Budget Description	115, 124, 332 - Extended Day (buckets), Materials (software and instructional), textbooks, professional development (consultant/vendor), conferences to support differentiated instruction, student engagement, questioning and discussion, student ownership, middle school SEL instructional practices
Tags	Curriculum, Instruction, CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, Equity: Inclusive Partnerships, Equity: Resource Equity, Equity: Targeted Universalism, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OSCPA: College and Career Readiness, OSCPA: Postsecondary Pathway Advising & Planning, OSEL: Supportive and Equitable Discipline Practices, OSSE: Attendance & Truancy, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> • (Not started) Continued partnership with LSSI Tags:CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Continued Professional Development on Trauma Informed strategies, Tags:CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Professional Development and Implementation of Second Step SEL Curriculum-Pre-K-8th grades Tags:CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment • (Not started) Vendor Support Services from OSEL Tags:CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions • (Not started) -include the Behavioral Health Team with fidelity Tags: • (Not started) develop a system for implementing supportive and restorative disciplinary practices Tags:

Strategy 4

If we do...	-build a foundation of communication and decision-making that is transparent and elevates students' voices
Then we see...	-an increase in student commitment and positive school community culture
which leads to...	improved student outcomes with a 10% increase of Student Relational Trust on My School My Voice Survey.
Budget Description	115, 124, 332 - Extended Day (buckets), Materials (software and instructional), textbooks, professional development (consultant/vendor), conferences to support differentiated instruction, STEM integration, student engagement, questioning and discussion, student ownership, middle school instructional practices
Tags	Instruction, Student Voice, Engagement, and Civic Life, CIDL: Digital Learning, Equity: Targeted Universalism, OSSE: Attendance & Truancy, Science: Rigorous Tasks, STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: School Structures & Culture (SSS2), Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> • (Not started) Implement with fidelity a Student Council, Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment, OSSE: Attendance & Truancy • (Not started) Increased Attendance Incentives Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment, OSSE: Attendance & Truancy • (Not started) Implementation of a Calm Classroom Environment Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive and Equitable Discipline Practices, OSSE: Attendance & Truancy • (Not started) Possible Dean of Students Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive and Equitable Discipline Practices, OSSE: Attendance & Truancy

Strategy 5

If we do...	engage all teachers in the design thinking process to promote innovative instructional practices and embed student-interest driven STEM enrichment opportunities within the school for all students
Then we see...	will see increased teacher intentional planning and increased student engagement.
which leads to...	an increase in the students? learning and an increase in student attendance rates.

Budget Description	
Tags	
Action steps	

Action Plan

Strategy 1

Provide professional development during summer session along with the purchase and implementation of Wilson Foundations which provides all students in K-3 classrooms with a systematic program in the foundational skills for reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling.

Jun 19, 2020 to Jun 17, 2022 - Principal

Completed Oct 20, 2020

Provide teachers with professional development prior to implementation. Purchase and implement Fountas & Pinnell Literacy Curriculum of Reading Mini Lessons, Guided Reading, and Interactive Read Alouds.

Aug 03, 2020 to Sep 04, 2020 - Principal

On-Track Oct 20, 2020

Implement Novel based instruction in grades 6-8.

Jun 19, 2020 to Jun 17, 2022 - Principal

Behind Oct 20, 2020

Expand access to diverse and well stock text collections that provide opportunities for all student to engage in text from a wide range of genres including texts of appropriate grade level complexity by building classroom libraries and the use of school bookroom that supplies leveled reading books

Jun 19, 2020 to Jun 17, 2022 - Principal

Peer observations and Instructional Walks

Jun 18, 2020 to Jun 17, 2022 - Principal, ILT

Strategy 2

Multiple observations, professional learning

Jun 19, 2020 to Sep 01, 2020 - Principal

coaching calibrations

Jun 19, 2020 to Jun 17, 2022 - Principal

instructional walks

Jun 19, 2020 to Jun 17, 2022 - Principal, ILT

Partnership with Project Exploration with teacher collaboration of in school learning activities

Jun 19, 2020 to Jun 17, 2022 - Principal, Teachers, Community Partner

teacher planning sessions for math and science instruction during summer

Jun 19, 2020 to Jun 17, 2022 - Principal, ILT

Strategy 3

Continued partnership with LSSI

Jun 19, 2020 to Sep 01, 2020 - Principal

Continued Professional Development on Trauma Informed strategies,

Jun 19, 2020 to Sep 01, 2020 - Principal

Professional Development and Implementation of Second Step SEL Curriculum-Pre-K-8th grades

Jun 19, 2020 to Jun 17, 2022 - Principal, Teachers

Vendor Support Services from OSEL

Jun 18, 2020 to Jun 17, 2022 - Principal

-include the Behavioral Health Team with fidelity

-

develop a system for implementing supportive and restorative disciplinary practices

-

Strategy 4

Implement with fidelity a Student Council,

Sep 08, 2020 to Jun 18, 2021 - Principal

Increased Attendance Incentives

Jun 18, 2020 to Jun 17, 2022 - Principal, Student Engagement Team, Teachers

Implementation of a Calm Classroom Environment

Jun 18, 2020 to Jun 17, 2022 - Principal, Dean of Students

Possible Dean of Students

Jun 18, 2020 to Jun 17, 2022 - Principal

Strategy 5

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.

In August 2020, Leland will conduct a comprehensive needs assessment. The needs assessment will consult school stakeholders which includes teachers, staff, parents, and the community. The needs assessment will examine academic data to determine the needs of the students.

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

Research based instructional practices and strategies will be implemented to address the needs of all students. These practices and strategies are important to implement to increase student academic 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.

Instructional strategies and instructional practices will be utilized to address the needs of all students in the school. However, the needs of low-achieving students will be specifically addressed by strategies that include counseling, extended day, social emotional learning practices and college and career awareness.

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).

Leland School will implement programs to serve all students. However, those students that are low-achieving and not meeting the states academic achievement standards will receive a variety of interventions that will be differentiated for individual students. Interventions that will be implemented for students will allow the opportunity for students to achieve mastery of CCSS. These interventions will take place with the academic setting of the classroom as well activities that will take place outside of the classroom.

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

Leland School will provide a supportive leadership environment which will provide leadership opportunities for teachers. There will be an intensive mentoring and coaching program for new teachers.

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

There will be high-quality professional learning provided by Network 3 Instructional Support Leaders.

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

Parent Involvement will include Leland Family Nights and STEM Events along with Parent University directed by the Network 3 FACE Manager

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.

Leland will have 3 pre-kindergarten classrooms. There is collaboration between Pre-K and Kindergarten Teachers. This collaboration will ensure the transition will be appropriate for early learners.

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.

Assessments must be varied to make improvements. Teachers will be provided professional learning in order to interpret results. Assessments are an integral part of the instructional process and an essential element in student learning.

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.

Students will be provided assistance in all content areas while focusing on the specific identified needs, Teachers will identify academically struggling students. Teachers will also utilize many data points to identify students who are experiencing difficulty in mastery. The data will include scores from Amplify, NWEA, teacher-created assessments, student classwork and student engagement.

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.

Leland School will ensure that the use of all federal, state, and local funds will focus on the goals, strategies, and action steps as identified in the CIWP. Coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and the community.

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.

Leland School will hold monthly NCLB/PAC meetings. The information and agenda items will be provided to the school community prior to the meeting. NCLB/PAC Committee will hold specific periodic meetings and review possible revisions of the NCLB Title 1 school parent involvement policy. Parents will be provided with ongoing NCLB/PAC information through monthly parent meetings, LSC Meetings and IEP Evaluations. NCLB/PAC information will be publicly accessible in the main office, school website and during Report Card Pick Up Days.

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

Leland School will have an annual meeting at a convenient time for parents and the community. The survey regarding NCLB/PAC information will be distributed giving parents an opportunity to have the voice heard. The school time and location of the meeting will be posted on the school website, a NCLB/PAC parent/guardian invitational flyer will be provided as well as being posted around the school. The school will also invite parents to the NCLB/PAC meetings at a time in which the NCLB/PAC Committee has agreed upon; this will ensure that all parents will have the opportunity to attend. The Annual NCLB Meeting and Organizational NCLB/PAC meeting will be held September 2020.

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.

Leland School parents/guardians will have the opportunity via email, personal hand written notes and/or conversation to provide comment, ask questions, make suggestions and voice concerns. Parents who actively participate will be informed and trained in the appropriate goals necessary for their child to succeed. Through NCLB/PAC and LSC Meetings parents/guardians will be able to make better choices about attendance, special needs and instruction at home.

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.

Parents will receive their child's results on the Illinois Assessment of Readiness (IAR) annually. Parents will also and receive school-wide results through the annual State of the School presentation and the Illinois School Report Card. Leland will provide information to parents that explains each assessment.

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.

Every teacher at Leland is considered "highly qualified." In the event that a non-qualified teacher is placed in a classroom, the parents will receive a notice stating the qualification and timeline of hiring a "highly qualified teacher. In addition, a report will be generated from the district.

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.

Leland will provide a workshop a workshop for arenas in understanding CCSS and the state and local academic assessments. Leland will provide parents with their child's Progress Reports on the 5th, 15th, 25th, and 35th weeks of school in addition to Report Cards provided on the 10th, 20th, 30th and the last day of the school year. NWEA results will be provided to parents 3 (BOY, MOY, EOY) times per year. Parents of K-2 will be provided assessment data from Amplify.

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.

Leland will provide training workshops in-person and virtually to assist parents in working with their children to improve their child's academic achievement. Parents will have the opportunity to consult with teachers during Open House and Family Nights. Report Card Pick Up and/or scheduled appointments for information regarding academic achievement. Parents will also have the opportunity to make an appointment to meet with teachers during the teacher's preparation period time. Parents may request appointments in person at the office, with a written note, email, text, or a phone call. Parents also have the option to consult with teachers through CPS Parent Portal. Leland's Local School Council will provide all community members with monthly updates their regular meetings. Leland School will provide parents opportunities to participate in parent workshops. Literacy, math, and STEM workshops will be offered to parents in the Fall and Spring. Parents will be encouraged to assist with student projects and field experiences.

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.

Leland will recruit parents to volunteer through meeting, activities and workshops to become equal partners with teachers and staff to help build ties that will excel the students' education. Parents may volunteer in several ways-chaperone class field experiences, science fair judging, award ceremonies, and join the NCLB/PAC committee. Teachers and Staff will be trained on effective communication with parents in all phases of school operations. On professional development days, teachers and staff will be informed of the CPS Policy regarding parent involvement. Teachers will make it a priority to communicate with the parents/guardians; teachers will also ensure that parents are informed of homework, classwork assignments, and attendance via text, email, phone call and virtual communication.

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.

Leland will provide monthly training and workshops that can assist with participating and understanding the importance of Early Childhood Development Education. Leland's Pre-Kindergarten instructional programs will be addressed by teachers who have expertise and endorsements in Early Childhood. Network 3 and Parent university will offer all parents training on how to be effective in giving their child a strong foundation in wanting to learn and explaining to them the importance of learning. Any instructional materials and supplies will be introduced and provided to parents to assist their children at home. The

Instructional Coaches will be available to talk to parents on Reading/Writing and Math strategies that will prepare them for the K-8 instruction.

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.

Leland will provide information in writing (English) and Spanish (if necessary) verbally and virtually regarding school and parent programs/activities. All school calendars, pamphlets, flyers and telephone correspondence will be made and delivered in a parent-friendly manner for effective communication. All parent information will be approved by a school administrator before being distributed to parents/guardians.

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.)

Our mission is to provide an academic program in a caring and supportive learning environment emphasizing reading, science, technology, engineering and mathematics (STEM) tailored to the needs of our students. We accept the responsibility to teach all students including pre-school and students with diverse learning needs to provide, promote and maintain a climate that is conducive to ensuring that all students attain their maximum potential.

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.

Leland will provide parents with parent-teacher conference during Report Card Pick Up day (November 2020/April 2021) and appointment dates that are convenient for both the teachers and parents which will take place before, during (preparation period) and after school and/or virtually.

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

Leland will distribute progress reports the 5th week of each quarter. The Report card data will be distributed quarterly, NWEA results will be provided to parents 3 times per year. The results of the NWEA will indicate students' mastery of the CCSS for English Language Arts and Mathematics. Parents will receive an Amplify report for students in Kindergarten through Grade 2 three time per year. Parents of Diverse Learners will meet annually with their child's team of service providers to update the child's Individualized Educational Plan (IEP). The school counselor will be available to meet with parents of 8th grade students, as requested, to enable the high school application and registration processes.

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

Leland will invite parents that may request appointments in person at the office, with a written note, email, text, or by phone call. Parents also have the option to consult with teachers through the CPS Parent Portal. Leland's LSC and NCLB-PAC will provide all community members with monthly updates the regular meeting to establish partnerships with 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.

Leland will provide parents opportunities to volunteer and participate in their child's classes upon completing a background check. Parents are encouraged to assist with class activities including mentoring, assisting with class projects, participating in field trips and helping to set up classroom displays. NCLB/PAC and Parent University will provide parents development workshops to assist all parents in creating modern and innovative ways to encourage their children in sharing the responsibility for improved student academic achievement.

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

Parents will support their child's learning by monitoring attendance, sight words (K-2), academic vocabulary and encourage 20 minutes of reading a day. Parents will also monitor all content area homework and provide encouragement for classwork and assessment success. Parents will have the opportunity to use the CPS Parent Portal to receive daily updates about their child's attendance and academic progress. Parents will have the opportunity to attend quarterly award assemblies. Parents will be provided with training opportunities through workshops that could be provided during NCLB/PAC meetings along with attending the Parent University.

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 participate in decision relating to the education of their children through engagement of the NCLB/PAC and LSC Meetings. Parents are also encourage to participate in the 5Essentials School Survey. Parents will have the opportunity to consult with a member of the administrative team daily. Parent involvement will inhale the academic performance and have a positive influence on every child's social emotional development.

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 share in the responsibility of improved academic achievement by having good attendance (95% or better), class preparation which includes classwork, homework and assessments. Leland School will provide opportunities for students to develop those best academic practices by providing extended day programs, enrichment activities and academic field experiences to motivate students to improve their individual academic achievement.

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.

Increase parent participation through monthly meetings, academic and social emotional focused workshops, and attending parent development conferences. This will promote academic and cultural growth as a school and community

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.	\$500.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$150.00
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)	\$750.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$179.00

54205	<p>Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.</p>	\$300.00
54565	<p>Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	\$125.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.</p>	\$350.00