

# Joseph Lovett Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
TaraShaun Cain	Principal	trcain@cps.edu	Has access
Lynda York	Counselor	ldefell@cps.edu	Has access
Steven McWade	5th Grade	smmcwade@cps.edu	Has access
Melissa Moody	Middle School Math	mamoody-shumaker@cps.edu	Has access
Thomas Harris	Parent/Diverse Learner Teacher- Middle School/LSC	teharris@cps.edu	Has access
Sherice Allen	1st Grade	snharden@cps.edu	Has access
Michelle Wells	3rd Grade	mywells@cps.edu	Has access
Monee Miles	Case Manager/ Diverse Learner Teacher K-5	mmlaverne@cps.edu	Has access
Carmelita Brown	4th/5th Grade	cbrown153@cps.edu	Has access

## Team Meetings

Date	Participants	Topic
01/31/2020	CIWP SEF	SEF and CIWP changes

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 4 Make ?safe practice? an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** GLM meeting Agenda, ILT Agendas, Observation Sign-in Sheets
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** PD Plan, PD Agendas and presentations, Schedule

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- 3 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** Libraries, MYPLACE partnership with Field Museum, School presentations and showcases, integration of magazines, research projects, and news into instruction
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 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
  - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 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:** Task Analysis, GLT meetings, Peer observation feedback, Lesson Plan analysis
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 2 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
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 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
  - 3 Improve and promote assessment literacy

- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Grading Scale, On-Track Reflections, Gradebook Analysis form, Assessment Analysis protocol, PD Agendas, GLM Agendas
- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 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)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 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:** MTSS Plan, Meeting Minutes, Small Group Plans and Intervention Plans SAM
- 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:** High School Fairs, College Trips, Goal Setting Conversations, Parent-Student Data Meetings, Transition to high school meetings.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** 5Essentials Data, PD Agendas, GLM agendas, PD presentations
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Scholastic Social Science Subscriptions, Constitution and Election instruction/lesson plans, Social Science Instruction, Current Events readings and discussion
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Climate Culture Monthly Meeting, Staff Supervision Schedules, PD Agendas, SEL presentations
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** BHT team is developing, BHT introduction presentations, Responding to misbehavior protocol, Google Referral Form
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)

- 3 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 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:** Event and Showcase flyers, City Year Meeting Agendas and minutes, BAC meeting minutes, Monthly Calendar

## Self-assessment

TaraShaun Cain (Feb 1, 2020)

Overall assessment: **3 (most practices evident)**

We incorporate Student voice through conversations and utilize it when conducting the ratings. We have completed empathy walks with some students to also get an overall picture of what their experiences are and debriefed. We will be adding a student representative to the CIWP team

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Somewhat	Students are consulted for determining SEF ratings.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
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: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

## Goals

### Areas of critical need and root cause analysis

Area of Critical Need 1	Overall Math Growth for Grades 3-8
Root Cause 1	Limited exposure to authentic tasks requiring application and conceptual knowledge by teachers and lack of cohesion around assessment practices for grade level content
Area of Critical Need 2	Female Math Growth for Grades 3-8
Root Cause 2	More female students are at or above grade level and need more exposure to rigorous content that will push their thinking based on their interest
Area of Critical Need 3	2nd Grade Attainment
Root Cause 3	Lack of cohesion amongst primary grade levels and explicit guidance around expectations for the balanced literacy block
Area of Critical Need 4	Students with IEPs
Root Cause 4	Lack of knowledge around where students are and how to scaffold down lessons without watering down content

[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.

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## 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
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>We chose this metric because Math growth has remained stagnant for the past three years. We have begun working on systems and structures in Math to mimic what we used to move our data in reading while also providing explicit professional development around</p>	Overall		50.00	54.50
	Female		44.50	48.50
<p>Vision: NWEA Attainment G2 (Reading)</p> <p>Our 2nd grade attainment data has been trending downward for the past 2 years which also leads to our students being further behind when they enter promotion grades. We have begun focusing on Primary Literacy through participating in the P-2 Balanced Literacy training with the network to create cohesion in primary.</p>	Overall		47.00	50.00
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>Reading is a focus because although we grew 3 points last year, we do not want to lose the momentum. We also want to focus on reading to create cohesion around practices and structures in math. Our IEP students are growing in math but they remain stagnant in Literacy. Additionally, EMPOWER has also rated us as underperforming for students with IEPs so we need to focus and allocate our resources to improving in this area as well.</p>	Students with IEPs		41.00	45.00
(Blank)				
(Blank)				

## Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b>					

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(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...	If we provide explicit guidance and professional development around standards and the creation/use of assessments in both math and reading to inform instruction and implement a data driven cycle of instruction anchored in the centralized creation of balanced assessment system responsive to the needs of all students and utilize the data from the assessment (formative/summative) with a regular cadence to progress monitor and inform instructional decision making related to both foundational skills development and progress towards mastery of grade level content
Then we see...	then we see educators who are equipped to provide learning experiences and assessments for students centered on students? foundational and conceptual understanding of material, deep analysis of assessments which will provide an accurate depiction of learning needs and demands of our students, and use the data from the assessments, observations during instruction and student practice to plan and provide more rigorous content and activities relevant and applicable to the needs for all students
which leads to...	an increased percentage of growth in 3rd-8th grade students to 54.5% and Female students to 48.5 in math, an increased percentage of growth for students with IEPs to 45% in Reading, and an increase national attainment for 2nd grade to 50% by EOY22 as measured by the NWEA (based on school's 5-Year Vision Portal goal projections)
Budget Description	Professional development consultants assessment platform equipment materials(instr. and software) extended day buckets
Tags	Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, OECE: P-2 Balanced Literacy, Math: Formative Assessment, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>(Not started) ILT and grade level team leads Will utilize summer planning time to develop of scope and sequence and cadence of administration for summative and interim assessment cycle</li> </ul>

	<p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(Not started) ILT will identify the assessment tool that will be used school-wide and admin will purchase the online suite</li> </ul> <p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> <li>(Not started) Administration/ Partners/ ILT will begin the PD at the beginning of the year with a series of trainings around the assessment cycle, the use of data to inform instruction, and the assessment tool</li> </ul> <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Assessment: PreK-3 Assessment</p> <ul style="list-style-type: none"> <li>(Not started) Grade Level Meetings and ILT's will be anchored in analysis of student work/assessments, monitoring student progress towards mastery and informing instruction based on data</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading</p>
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## Strategy 2

If we do...	If We create a high-quality multi-tiered academic and behavior program that provides a more cohesive and intentional level of academic and behavioral supports for all students and provide professional development and partnerships specifically targeted to support implementation and monitor the effectiveness of research based practices on student progress both academically and behaviorally while tracking student progress
Then we see...	they will be able to develop the knowledge, skills, and exposure to work through a variety of situations both academically and socially emotionally, consistent use of progress monitoring of student progress and support needs and an accurate understanding of how to move forward, teacher that are supported with tier 2 and tier 3 interventions, improved student-student/ student-teacher relationships and a more comprehensive menu of services for students that need more support
which leads to...	an increased percentage of growth in 3rd-8th grade students to 54.5% and Female students to 48.5 in math, an increased percentage of growth for students with IEPS to 45% in Reading, and an increase national attainment for 2nd grade to 50% by EOY22 as measured by the NWEA (based on school's 5-Year Vision Portal goal projections)
Budget Description	partnerships professional development materials instructional software extended day hours
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Equity: Inclusive Partnerships, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

<p>Action steps</p>	<ul style="list-style-type: none"> <li> <p>• (Not started) Members of the ILT will lead the organization of both MTSS Team and BHT Team to develop Menu of Tiered Supports and Intervention for both Academic and Social Emotional Support along with meeting Schedule</p> <p>Tags:MTSS, MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions</p> </li> <li> <p>• (Not started) Establish an administrator and team to oversee our Tier 1 structures and MTSS and use the PSP to develop Goals</p> <p>Tags:MTSS, MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p> </li> <li> <p>• (Not started) MTSS Team and BHT will receive training from Network Support and Assistant Principal on MTSS/ BHT and problem solving process, referral process, and progress monitoring of bht</p> <p>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Problem Solving Process</p> </li> <li> <p>• (Not started) MTSS Team and BHT will train staff on the purpose of the teams, the referral processes, menu of interventions, and progress monitoring</p> <p>Tags:MTSS, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> </li> <li> <p>• (Not started) Allocate time bi-weekly for BHT meetings to discuss students in the pipeline and link students to interventions within a multi-tiered system of support, to address social-emotional and academic difficulties that match their level of need</p> <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> </li> <li> <p>• (Not started) Allocate time bi-weekly for BHT meetings to discuss students in the pipeline and link students to interventions within a multi-tiered system of support, to address social-emotional and academic difficulties that match their level of need</p> <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> </li> <li> <p>• (Not started) Assess the effectiveness of Tier II (targeted) and Tier III interventions and make system level data driven decisions based on ongoing progress monitoring and evaluation of outcome data</p> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions</p> </li> <li> <p>• (Not started) Use of BOY MOY EoY Sam with a specific lens on SEL and academic Interventions and collaborate with school personnel and community based organizations to coordinate services and supports as needed</p> </li> </ul>
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	<p>Tags:FACE2: Community Partnerships, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) Identification of and implementation of School-wide classroom-based SEL curriculum such as Second Step, Clever Character guidance, and monitoring of consistent use of SEL strategies to promote a positive school climate</li> </ul> <p>Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>
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**Strategy 3**

If we do...	If we support teachers in tailoring instruction to meet the needs of individual students through the use of a common tool that assesses individual learner needs, strengths, interests and approaches to learning, a consistent approach to providing timely, specific, and actionable feedback, and implementing a reteaching cycle
Then we see...	Then we see students assess their own progress towards mastery, and develop in their areas of growth, with a greater sense of agency to advocate for their learning needs.
which leads to...	an increased percentage of growth in 3rd-8th grade students to 54.5% and Female students to 48.5 in math, an increased percentage of growth for students with IEPS to 45% in Reading, and an increase national attainment for 2nd grade to 50% by EOY22 as measured by the NWEA (based on school's 5-Year Vision Portal goal projections)
Budget Description	personalized learning playlist instructional software professional development extended day pay for planning
Tags	Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> <li>(Not started) ILT will develop a Personalized Learning progression process that outlines: 1) cycle of feedback for in class work and assessments 2) varied learning for students who need either enrichment or remediation of content</li> </ul> <p>Tags:Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery</p> <ul style="list-style-type: none"> <li>(Not started) ILT leads will present plan to grade level teams for feedback and revision</li> </ul> <p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery</p> <ul style="list-style-type: none"> <li>(Not started) ILT will finalize plan after revision and review process and Grade level teams will engage in planning and reteaching cycle using data from tool - Q2-Q4 (every 5 weeks)</li> </ul>

	<p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Progress Monitoring, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> <li>• (Not started) Implement Student data trackers schoolwide so students can monitor their own progress towards goals</li> </ul> <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Learner Agency</p> <ul style="list-style-type: none"> <li>• (Not started) Develop a cycle of conferring with students and build learner profiles and goal setting sheets</li> </ul> <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> <li>• (Not started) Create a toolbox for assignments or projects that are ability, not age or grade level appropriate.</li> </ul> <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery</p>
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**Strategy 4**

If we do...	If we support teachers with designing learning experiences and assessments that expose students to application based problem solving activities rooted in conceptual knowledge, high rigor, relevance to live and application of skills across content
Then we see...	Collaboration/planning with all students in mind, and using that as a basis to differentiate instruction, and will see mathematics instruction strengthen more consistently across the school because students will apply their learning to a real-life context
which leads to...	an increased percentage of growth in 3rd-8th grade students to 54.5% and Female students to 48.5 %in math by EOY22 as measured by the NWEA (based on school's 5-Year Vision Portal goal projections)
Budget Description	professional development extended day pay curriculum materials partnership
Tags	Personalized Learning: Authentic Learning, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>• (Not started) ILT will partner with LEAD 180 to provide training on how to CREATE AND APPLY relevant assessments and assignments which allow ALL levels of DOK to be utilized; for multi-leveled students.</li> </ul>

	<p>Tags:Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, Math: Rigorous Tasks, Math: Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) ILT/Partner will provide professional development around developing and implementing competency based assessments for grades 2-8</li> </ul> <p>Tags:Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access</p> <ul style="list-style-type: none"> <li>• (Not started) ILT will Create and present a uniformed plan that can translate vertically throughout all grade levels and abilities around quarterly with a focus for the year will be around Developing and Attacking Word Problems, Explicit instruction of Problem Solving Strategies, Student Discourse and Making Meaning through Math Talks, and Small group during the math block</li> </ul> <p>Tags:Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Student Discourse</p> <ul style="list-style-type: none"> <li>• (Not started) ILT will create a peer observation cycle for all teachers to gather data about our current status and normed understanding of where we are as a school as it relates to cognitive demand of tasks</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>• (Not started) Partner specifically with Diverse Learner teachers in planning and analyzing tasks to ensure instruction is scaffolded to meet the needs of all students without reducing the demands of the standards</li> </ul> <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, Math: Rigorous Tasks, Math: Equitable Access</p> <ul style="list-style-type: none"> <li>• (Not started) Provide a toolbox with real life application assignments that are RELEVANT to students and Create a time OUTSIDE of the grade level meeting time for teacher planning and collaboration that is scheduled and enforced.</li> </ul> <p>Tags:Personalized Learning: Authentic Learning, Teacher Leader Development &amp; Innovation: Teacher Teams</p>
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## Strategy 5

If we do...	<p>expand our current system of communication and decision-making that is inclusive, transparent, and elevates student voices while allowing them specific input into the development of curriculum programming, and activities as a collective and we create structures for students to have input on their texts, learning tasks, and assessment options while we create projects that allow students to explore their curiosities through inquiry and wondering</p>
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Then we see...	we will see an increase in student investment in and commitment to learning and the school community culture, as well as a sense of belonging amongst all school stakeholders and students will acquire transferable learning skills
which leads to...	improved student outcomes on testing measures specifically in our priority groups I.e.( Female students growth in Math), attendance, 5Essentials data
Budget Description	supplies materials extended day for sponsor consultants conferences/memberships
Tags	Student Voice, Engagement, and Civic Life, SSCE: Inclusive decision-making, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> <li>• (Not started) ILT and Staff will Use MOY of Year and Beginning of the Year NWEA, along with teacher-designed diagnostic assessments, to get an academic snapshot of where students are  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</li> <li>• (Not started) Develop an active Student Council that participates in decision making around curriculum, learning tasks, and assessments. The council should include an equal number of students and faculty/staff, along with an administrator  Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, Personalized Learning: Learner Agency, SSCE: Student Voice</li> <li>• (Not started) Teacher Leaders will Develop and utilize student surveys for learning and help to develop learner profiles.  Tags:Personalized Learning: Learner Focused</li> <li>• (Not started) Admin/Teacher Leaders will create a plc focused on successful models of integrating student voice in daily practices provide training on how to design and implement local school reform where there are student-centered practices  Tags:Student Voice, Engagement, and Civic Life, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, SSCE: Student Voice</li> <li>• (Not started) Teachers will Develop a cycle of conferring with students and build learner profiles and goal setting based on multiple types of student data.  Tags:Student Voice, Engagement, and Civic Life, Personalized Learning: Progression Based on Mastery, SSCE: Student Voice</li> <li>• (Not started) ILT/Teachers Administer parent and student surveys quarterly to give the staff a better understanding of interest and effectiveness of programming</li> </ul>



	<p>Tags: Student Voice, Engagement, and Civic Life, MTSS: Family and Community Engagement</p> <ul style="list-style-type: none"> <li>(Not started) Teachers and Students will develop semester service learning projects for students based on their interest and community need</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life, SSCE: Informed Action: Project-based learning or Service Learning</p>
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## Action Plan

### Strategy 1

ILT and grade level team leads Will utilize summer planning time to develop of scope and sequence and cadence of administration for summative and interim assessment cycle

Jun 29, 2020 to Jul 10, 2020 - Instructional Leadership Team

ILT will identify the assessment tool that will be used school-wide and admin will purchase the online suite

Jul 01, 2020 to Jul 17, 2020 - Admin

Administration/ Partners/ ILT will begin the PD at the beginning of the year with a series of trainings around the assessment cycle, the use of data to inform instruction, and the assessment tool

Aug 24, 2020 to Sep 04, 2020 - ILT / Admin/ PD partners

Grade Level Meetings and ILT's will be anchored in analysis of student work/assessments, monitoring student progress towards mastery and informing instruction based on data

Sep 28, 2020 to May 28, 2021 - Teachers, ILT, Admin

### Strategy 2

Members of the ILT will lead the organization of both MTSS Team and BHT Team to develop Menu of Tiered Supports and Intervention for both Academic and Social Emotional Support along with meeting Schedule

Jul 27, 2020 to Jul 31, 2020 - ADMIN, ILT

Establish an administrator and team to oversee our Tier 1 structures and MTSS and use the PSP to develop Goals

Aug 03, 2020 to Aug 07, 2020 - admin, bht, ILT, Melendez

MTSS Team and BHT will receive training from Network Support and Assistant Principal on MTSS/ BHT and problem solving process, referral process, and progress monitoring of bht

Jul 27, 2020 to Jul 31, 2020 - ILT, MTSS Team, BHT, Melendez

MTSS Team and BHT will train staff on the purpose of the teams, the referral processes, menu of interventions, and progress monitoring

Aug 31, 2020 to Jun 25, 2021 - ILT, MTSS Team, BHT

Allocate time bi-weekly for BHT meetings to discuss students in the pipeline and link students to interventions within a multi-tiered system of support, to address social-emotional and academic difficulties that match their level of need

Oct 04, 2020 to Jun 30, 2022 - Administration BHT Teachers

Allocate time bi-weekly for BHT meetings to discuss students in the pipeline and link students to interventions within a multi-tiered system of support, to address social-emotional and academic difficulties that match their level of need

Oct 04, 2020 to Jun 30, 2022 - Administration BHT Teachers

Assess the effectiveness of Tier II (targeted) and Tier III interventions and make system level data driven decisions based on ongoing progress monitoring and evaluation of outcome data

Oct 05, 2020 to Jun 17, 2022 - administration, staff, ILT, BHT, Partners

Use of BOY MOY EoY Sam with a specific lens on SEL and academic Interventions and collaborate with school personnel and community based organizations to coordinate services and supports as needed

Sep 28, 2020 to Jun 18, 2021 - administration ILT BHT MTSS

Identification of and implementation of School-wide classroom-based SEL curriculum such as Second Step, Clever Character guidance, and monitoring of consistent use of SEL strategies to promote a positive school climate

- Administration , Staff

### **Strategy 3**

ILT will develop a Personalized Learning progression process that outlines: 1) cycle of feedback for in class work and assessments 2) varied learning for students who need either enrichment or remediation of content

Sep 28, 2020 to Oct 16, 2020 - ILT, Admin, GLT

ILT leads will present plan to grade level teams for feedback and revision

Oct 05, 2020 to Oct 16, 2020 - ILT, GLT

ILT will finalize plan after revision and review process and Grade level teams will engage in planning and reteaching cycle using data from tool - Q2-Q4 (every 5 weeks)

Oct 18, 2020 to Jul 30, 2021 - ILT

Implement Student data trackers schoolwide so students can monitor their own progress towards goals

Nov 09, 2020 to May 28, 2021 - teacher team, ILT Administration

Develop a cycle of conferring with students and build learner profiles and goal setting sheets

Nov 02, 2020 to Jul 29, 2022 - teacher team, ILT, Cain

Create a toolbox for assignments or projects that are ability, not age or grade level appropriate.

Aug 09, 2020 to Jun 26, 2021 - ILT, POD Teams

#### **Strategy 4**

ILT will partner with LEAD 180 to provide training on how to CREATE AND APPLY relevant assessments and assignments which allow ALL levels of DOK to be utilized; for multi-leveled students.

Jun 22, 2020 to Jun 30, 2021 - ILT, ADMIN

ILT/Partner will provide professional development around developing and implementing competency based assessments for grades 2-8

Jul 13, 2020 to Jun 04, 2021 - ILT, Consultant

ILT will Create and present a uniformed plan that can translate vertically throughout all grade levels and abilities around quarterly with a focus for the year will be around Developing and Attacking Word Problems, Explicit instruction of Problem Solving Strategies, Student Discourse and Making Meaning through Math Talks, and Small group during the math block

Aug 04, 2020 to Jun 14, 2021 - ILT

ILT will create a peer observation cycle for all teachers to gather data about our current status and normed understanding of where we are as a school as it relates to cognitive demand of tasks

Nov 16, 2020 to Jun 30, 2021 - ILT, Cain

Partner specifically with Diverse Learner teachers in planning and analyzing tasks to ensure instruction is scaffolded to meet the needs of all students without reducing the demands of the standards

Oct 30, 2020 to Jun 25, 2021 - Administration

Provide a toolbox with real life application assignments that are RELEVANT to students and Create a time OUTSIDE of the grade level meeting time for teacher planning and collaboration that is scheduled and enforced.

Aug 09, 2020 to Jun 18, 2021 - ILT, Teacher Teams

## **Strategy 5**

ILT and Staff will Use MOY of Year and Beginning of the Year NWEA, along with teacher-designed diagnostic assessments, to get an academic snapshot of where students are

Oct 05, 2020 to Oct 30, 2020 - ILT, Teacher Team

Develop an active Student Council that participates in decision making around curriculum, learning tasks, and assessments. The council should include an equal number of students and faculty/staff, along with an administrator

Oct 05, 2020 to Oct 09, 2020 - Admin, Teacher Leaders, Students

Teacher Leaders will Develop and utilize student surveys for learning and help to develop learner profiles.

Sep 21, 2020 to Jun 04, 2021 - ILT, Teacher Team

Admin/Teacher Leaders will create a plc focused on successful models of integrating student voice in daily practices provide training on how to design and implement local school reform where there are student-centered practices

Oct 05, 2020 to Nov 30, 2020 - ILT

Teachers will Develop a cycle of conferring with students and build learner profiles and goal setting based on multiple types of student data.

Sep 27, 2020 to Oct 03, 2020 - Teacher, Student

ILT/Teachers Administer parent and student surveys quarterly to give the staff a better understanding of interest and effectiveness of programming

Sep 13, 2020 to Jun 18, 2021 - ILT, Teachers

Teachers and Students will develop semester service learning projects for students based on their interest and community need

Feb 01, 2021 to Jul 16, 2021 - Student/Teacher

## **Fund Compliance**

### **ESSA Program**

[X]

### ESSA Schoolwide Program

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

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

## ESSA Schoolwide Program

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

- The team assessed that all teachers believe that all students can learn but work needs to be done to address the rigor of the tasks assigned school-wide.
- Specific work has to be done around planning to bridge the gaps between inclusion teachers with adequate support and professional development around collaboration
- Tasks should consistently reflect the key shifts in literacy and/or math.
- Teachers align tasks with standards based learning objectives but should consistently reflect on the cognitive demand of the tasks assigned.
- The team assessed that more structures are needed in providing universal SEL instruction school wide for all students
- Classrooms are student-centered with a focus on student agency -Students have the opportunity to advance upon demonstrating mastery
- The use of student profiles including strengths, needs, motivations, and outlines should be used school-wide
- An intentional focus needs to be made on the use of personal learning plans with goals and strategies for tier 2 and tier 3 students as well as working as teams of teachers to monitor and plan targeted student support for both instructional strategies and SEL support for all students.
- A focus on grading practices to ensure grades are not viewed as control or compliance but instead as information about student needs and progression across standards.

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

Use of school-wide assessments paired with scope and sequence to inform instruction and also provide exemplars of the types of questions that students will encounter and assess how our tier-1 instruction is impacting student achievement

Work with Lead 180 to provide teachers with a deeper understanding of Common core standards and begin (piloting) the work with unit planning and assessments

Continue the cycle of feedback around rigor as it relates to tasks and student work that was implemented last year in reading during grade level meetings with a primary focus on math and a shift to the Equip protocols

Increase cycle of peer observations to support learning from grade level and implementation of tasks

Provide explicit instruction in grade level meetings around math expectations, block components,

resources, tasks, etc...

Teachers and support staff K-2 will administer the Fountas and Pinnell reading assessment/BAS at least 3 times during the school year to determine more exact guided reading levels.

Teachers of K-2 will use Foundations to support phonics instruction this year.

We will partner with the Network to provide support in balanced literacy in P-1

**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.**

-Real-time coaching and feedback in classrooms of teachers and monitor the fidelity of implementation of instructional strategies using coaching.

- Provide professional coaching and support to teachers to meet the unique needs of diverse learners while still providing rigor to reinforce the commitment of all staff owning responsibility for diverse learner outcomes

- Improved cycle of progress monitoring against pacing, scope and sequence, and assessment cycle.

- Explicit training on the use and monitoring of MTSS interventions to support our struggling students.

- More EL support through programming and staffing of Bilingual staff

- Explicit communication around expectations around collaboration with DL teachers and MTSS team to meet the needs of our students

- Use of Personalized learning strategies to meet the individual needs of our students while maximizing their learning experiences

- Use of After school programming and instructional tutors to extend the day and tailor instruction for individual students

- Partnerships with City Year and Experience Corp to provide interventions for students that need additional help

**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).**

- Continue building wide expectations around behavior, responses to misbehavior, and restorative practices

- Adoption of a school-wide research based SEL curriculum

- Create our BHT along with menu of tier1, tier2, tier 3 practices for MTSS

- Student voice committee(aligns with our CIWP)

- Provide more social work support through interns

- Continue with Clever characters to support Middle School students

- SEL memos for the staff around foci for explicit sel instruction

- National Junior Honor Society induction

- Personalized learning instruction to meet the varied needs of our diverse community

- Use of After school programming and instructional tutors to extend the day and tailor instruction for individual students

- Partnerships with City Year and Experience Corp to provide interventions for students that need additional help

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

We have stabilized our teacher turnover but really believe in the best fit for the school. We provide a welcoming opportunity, promote teacher leadership, and always provide opportunities for teachers to

learn something new. We focus on personalized learning which in turn is a highly attractive approach to instruction. Additionally, we use the referrals from our staff and parent community.

**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.**

Professional development will be provided for staff around the following

- Focus on being intentional in planning, instruction, and tasks. Create a peer structure during grade level to analyze artifacts for rigor and alignment using the Equip protocol with a primary focus on math.
- Data cycle- clearer short-cycle assessment program that is responsive and driven by data which should include common assessments for both math and ELA
- Focus on standards based instruction to anchor our work and create ladders for students to push the cognitive demand at every readiness level.
- Collaboration around inclusion on lesson plans, student artifacts as it relates to rigor and cognitive demand.
- MTSS interventions and progress monitoring
- School-wide training on behavioral expectations to support and climate and culture
- Content specific training around the shifts in literacy and math and assessment of student progress towards mastery
- Professional development around the components of the Math block, GO-Math, and use of Effective use of MTSS interventions to support our struggling students in math

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

We increase parent involvement through communication. Our parents receive a monthly calendar at the beginning of each month outlining all activities for the month. We partner with our PAC to increase membership and participation. We hold quarterly family nights to engage parents and utilize the outreach from our learning platforms and website to reach out to parents. We have several open house events throughout the year for parents to come and see what activities their students are engaging in.

**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.**

Last year we opened a third PreK classroom under the Universal PreK expansion. After the capital improvement project, we plan to have step up to Kindergarten over the summer of 2021 to assist in the transition of our Pre-K students 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.**

We have allocated funds for an assessment system and teacher professional development. Teachers will receive training on the development of school wide assessments and the data informed cycle. Teachers will develop a cadence of quarterly assessments and the use of summative and formative assessments to inform instruction and create learning experiences based on their needs of our students. As a team, we will analyze the assessments and use the data from the assessments to identify necessary interventions for students through the use of partnerships, personalized learning tools, and

**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.**

We are strengthening our MTSS process. We have allocated funds to provide intervention programs to address the varied needs of our students and supplement instruction. We have also allocated funds for after school and extended day programs for students to get additional support after school. Additionally, we have partnered with City year to provide

**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.**

We will coordinate and integrate all of our federal, state, and local programs through partnership with parent university, communicate the availability of learning opportunities and experiences for both parents and students to the community, adopting the fruit and vegetable program with Healthy CPS, and establishing community partnerships to provide trainings for our parents and staff.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Like Last year, Parents will be involved in the joint development and periodic review and revision of the ESSA, Title 1 school parental involvement plan and policy and in the process of school review and improvement on a monthly basis at the ESSA monthly meetings, CIWP meetings, and school accountability meetings.



**The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting**

The Annual Meeting and organizational meeting will be held in the Middle of September. Additionally the parents will meet monthly with the PAC, parent teacher conference meetings, open house, back to school bbq , monthly newsletters and syllabi.

**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.**

Our parents can share their suggestions through monthly ESSA meetings, chat and chew with the principal, email communication with the principal, and parent teacher conferences.

**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 parent report generated from the statewide assessment , BAG reports generated from the school, as well as NWEA reports to track student progress on BOY, MOY, and EOY

**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.**

Letters will be mailed to parents notifying them if their child is being taught by a teacher "not highly qualified"

**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.**

Through our monthly ESSA meetings and parent workshops, we will work with parents to understand student progress and how to work with their child and child's teacher at home to support the learning happening in school.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

Parents will be provided this information during parent training given once per month and quarterly family nights.

**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.**

Staff development will be utilized to emphasize the importance of working with parents and treating them as partners. Staff will continue to support parents through remote learning and in person learning and communicate regularly through approved platforms regarding student progress. Staff will be trained to be servant leaders and adopt a pleasant customer service attitude when dealing with all stakeholders.

**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.**

Each quarter, a grade level pod will host family engagement nights/mornings to communicate with parents. Teachers will also maintain parent communication logs and we will implement bring your parent/guardian to school day so that they can see what's happening in the classrooms.

**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.**

Parent letters will be mailed and sent home with students in both English and spanish. School website will also have the capability to translate from english to spanish. Monthly newsletters will also be sent home with students in both english and spanish.

### Policy Implementation Activities

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

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

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

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

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

n/a

### School-Parent Compact (Complete)

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic**

**achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**

Our mission is to provide all students access to a world-class education. To accomplish this, Lovett is committed to working together with all stakeholders in the community. By using data to lead all instructional decision-making with alignment to the common core state standards, we will meet the needs of our diverse learners. We will integrate technology across the academic spectrum. Our students will be provided a safe and nurturing environment where all are treated with respect and dignity. As a result, all students will leave Joseph Lovett Elementary with the academic, social, and personal skill needed to successfully participate in secondary and higher education.

**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 conferences will be held anytime the parents and /or teachers request a conference but scheduled as to not disrupt instructional time. In addition, parent conferences will be held on district teacher-parent conference designated days.

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

Parents will receive reports on their child's progress every five weeks through a report card or mid-quarter progress report. Additionally, bag reports will be distributed to inform parents of students' progress towards behavior, attendance, grades and goals. Additionally, parents will receive communication regarding student progress through various educational platforms.

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

Staff will be available for conferences with parents during preparatory periods as well as mutually agreed upon time periods that do not impact instructional time. Additionally, parents can also email staff members for consultation as needed.

**The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.**

Parents will be able to volunteer once the CPS parent volunteer package is completed, submitted, and approved by the Board. Parents may observe in the classroom after meeting with the school administration.

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

Parents will be required to monitor student's homework and parent signatures may also be required. Attendance reports will be maintained and shared with parents. Parent portal access will be granted in order for parents to follow the progress of their children. Additionally, while students and teachers set goals for the students, parents will be made aware of student's progress towards established goals.

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

Teachers, students, and parents together will develop learning plans and profiles for students.

**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).**

Each student will have their own tracking sheet that will require them to set and monitor goals throughout the school year. Students and teachers will meet with a regular cadence regarding student progress towards the goals, academic levels and social emotional needs.

## 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.**

Our goals are to assist parents in supporting their student's to increase their academic outcomes by providing specific supports for parents. We will strengthen teacher/parent partnerships, provide classes for parents to learn the English language and gain job related skills, and training on how to better support their children in school.

Goals

- Provide parents of ESL students with courses to better learn the English language.
- Provide parents with a course on Parent Portal.
- Provide parents with a workshop where they fill out a learner profile (What do they like to do? What motivates them? What are their favorite subjects? What are their strengths? Etc.)
- Provide parents with workshops provided by teachers: How to support early childhood literacy skills, how to support early math skills, how to support strong reading habits, how to create an environment at home conducive for learning, how to help your child with their homework (don't do it for them!).
- Send parents to Power of the Parents Workshop, which is designed to engage parents and community in the learning process, and teach parents to become active participants in the education of their students, and to seek out extended learning opportunities for themselves.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase	\$500.00

	books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$478.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$700.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$200.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00