LaSalle Elementary Language Academy 2020-2022 plan summary

Team

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Tony Choi	Science Teacher	ychoi@cps.edu	Has access
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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 2 - Leadership for Continuous Improvement
  - 2 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)
  - 3 Enable staff to focus and prioritize what matters most
  - 2 Employ the skills to effectively manage change
  - 2 Make ?safe practice? an integral part of professional learning
  - 2 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**: A survey was given to staff which brought this category to life.
- 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
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence**:
- 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

- o 3 Provide students frequent, informative feedback
- o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 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)
- o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 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
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 3 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 4 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)
- o 2 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)
- o 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)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)

- o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 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)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**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**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math growth for African American students
Root Cause 1	Instruction is not always planned to be differentiated to the individual academic, cultural, and behavioral ability level of students.
Area of Critical Need 1	Reading growth for male students
Root Cause 2	Instruction is not always planned to be differentiated to the individual academic, cultural, and behavioral ability level of students.
Area of Critical Need 3	Reduction in infractions for African American students
Root Cause 3	The menu of interventions are not developed nor implemented to address the root cause of the behavior

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) It's the biggest demographic performance gap between a priority group and our white / Asian students.	African American		38.00	46.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) I chose this metric because greater collaboration amongst adults will help us ensure that we are aligned on strategies that will impact student growth.	Overall		65.00	70.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) Our male students are performing significantly lower on NWEA growth metrics than their female peers. Our African American male students are performing especially low when compared to other males, African American females, and all other groups.	Male		75.00	79.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Though we do not have official MVMS results, our internal surveys reveal that we anticipate a drop in Teacher-Principal Trust and Teacher-Teacher Trust. We feel growth areas are in: Communicates a clear vision for our school. Makes clear to the staff the leadership?s expectations for meeting instructional goals. Has provided me with the support I need to				4.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
improve my teaching. Teachers feel respected by the principal. The principal at this school is an effective manager who makes the school run smoothly. Our goal is to achieve a rating of "Very Strong" in the categories of Teacher-Principal and Teacher-Teacher Trust by the end of 2022. We anticipate a rating of "Strong" in these categories by the end of 2021.					

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Staff will use the school's discipline referral process with fidelity, and follow the recommended steps for implementing interventions, consequences, and documentation. Only 50% of teachers use the Google Referral Form, and some non-teaching staff do not know or use the system at all. Staff feel that consequences are inconsistently implemented, and do not always have the desired impact. Tight systems and structures, clearly communicated, with interventions and consequences implemented with fidelity by all staff, aligned across the school, will result in fair and consistent implementation of discipline consequences.	50.00	70.00		70.00	80.00
We will increase the percentage of students in the top two levels of performance on IAR reading. 47% of students meet/exceed the grade level standard as of Spring 2019 on the IAR reading assessment. A disproportionate number of our African American students are in levels 1-3.	47.00	48.00		48.00	55.00
We will increase the percentage of students in the top two levels of performance on IAR math. 42% of students meet/exceed the grade level standard as of Spring 2019 on the IAR math assessment. A disproportionate number of our African American students are in levels 1-3.	42.00	43.00		43.00	50.00

Strategies

Strategy 1

If we do...	collaboratively develop school-wide aligned expectations for conduct/communications/relationships and operations (teachers, administration, with voice of parents and students), approved by administration, and end up with a shared/documented/publicized vision and commitments, and stick to these commitments throughout our CIWP cycle, with accountability by administration and one another, based on the (other three) CIWP strategies
Then we see...	interactions, collaboration, following through on the commitments that we've created as a united front / team, and all stakeholders treating each other with kindness and respect, and being addressed about inappropriate communications when necessary
which leads to...	"Very Strong" teacher-teacher and teacher-principal trust on the MVMS survey.
Budget Description	Investment in the supplemental pay for the PPLC to meet outside of work hours. Investment in "mentor texts" for teachers to read. Team planning time will be allocated for components that involve all staff.
Tags	Leadership for Continuous Improvement
Action steps	(Not started) Draft and (at least monthly) revisit a living/working copy of staff commitments Tags:Leadership for Continuous Improvement (Not started) Administration presents commitments based in CIWP strategies, as updates are made. Tags:Leadership for Continuous Improvement (Not started) Provide training and support for commitments as needed and requested by staff. Tags:Leadership for Continuous Improvement (Not started) Develop a cohesive "playbook" of how we will utilize time, resources, and effort, that clearly states the purpose of all work (meetings, training, feedback, etc.). Revisited by administration (at least) monthly and shared as updates are made. Tags:Leadership for Continuous Improvement, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership

	• (Not started) Participate in activities that develop understanding of the importance of trust, alignment, and buy-in, as followed by building a sense of community through activities (once we return in person). Tags:Relational Trust • (Not started) Perpetually acknowledge what "trust" means, per the research: trust to follow through, trust to have the know-how / competence, personal care, honesty / transparency, and consistency. Tags:Relational Trust • (Not started) Establish and communicate a short list of parent and family communication expectations to enable us to build and maintain a positive sense of community and effective rapport. Follow through when community expectations are not upheld. Tags:

Strategy 2

If we do...	engage in and implement expectations for common "best practices" for instruction, assessment, curriculum, across all subjects and within/across grade levels, and document these very clearly
Then we see...	common teaching strategies, content, pedagogy, skills and structures across the school in all subjects. In particular, our African American students will receive focused support in math, and our male students will receive focused support in reading due to a disparity in growth data
which leads to...	an increase from 60% to 70% of all students in grades 3-8 meeting their NWEA growth goals, an increase of 60th to 64th %ile reading growth in male students, an increase from the 81st to 87th %ile in math attainment for all students in grades 3-8, and from the 90th to 94th %ile in reading attainment for all students in grades 3-8.
Budget Description	Inventory of instructional materials, including an equity audit, to be completed. This will result in a likely need to purchase additional instructional materials. Investment in the supplemental pay for the Equity, Math Leads, and MTSS teams to meet outside of work hours. Investment in "mentor texts" for teachers to read. Team planning time will be allocated for components that involve all staff.
Tags	Curriculum, Instruction
Action steps	• (Not started) Complete a research-based equity audit of classroom resources. Tags:Equity: Resource Equity • (Not started) Survey students to determine their interests and what engages them.

		Tags:Equity: Targeted Universalism
		• (Not started) Following a survey of student interests and equity audit, acquire culturally relevant and engaging materials to students of all races based on survey responses and a staff equity audit. Tags:Curriculum, Equity: Targeted Universalism
		• (Not started) Students see math content AND practice standards across many subject areas (ex. science and social studies) - cross curricular integration. Tags:Curriculum, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access
		• (Not started) Develop a plan to align Tier 1 math teaching strategies and structures (ex. how to change scope and sequence, which standards and skills are essential, incorporating a wide variety of teaching strategies, how to teach conceptual understanding vs. procedural). Tags:Math: Curriculum, Math: Equitable Access
		• (Not started) Host meetings that teach the role of race, bias, and equity in schools, and how we can address student performance as a staff. Tags:Equity: Liberatory Thinking
		• (Not started) Prepare, train, and implement a MTSS tiered supports, with progress monitoring, for math using teaching resources (ex. Touch Math, Do The Math). Tags:MTSS: Progress Monitoring
		• (Not started) Create a basic set of determined / established common teaching strategies, content, pedagogy, skills and structures, to be shared with staff prior to June 30 Tags:Instruction, Equity: Targeted Universalism
		• (Not started) Continue to create and clarify determined / established common teaching strategies, content, pedagogy, skills and structures Tags:Instruction
		• (Not started) Train teachers on new common teaching strategies, content, pedagogy, skills and structures as needed. Tags:Instruction

Strategy 3

If we do...	implement assessments that reflect the key shifts in content areas in teacher created or selected assessments that align to individual student growth goals
Then we see...	clear, accurate, consistent, and fairly communicated learning progress and achievement to staff, students, families, and other stakeholders, commonly understood by all. Courageous conversations will be had about the root cause of why our African American students have not grown at the same rate as their non-African American peers in math, and why our male students have not grown at the same rate as their female peers in reading
which leads to...	identification of specific skill gaps, and improvement of student learning at all tiers through screening, diagnostic, and progress monitoring assessments. The math growth of African American students will be at the 48th %ile, and the reading growth of the male students will be at the 79th %ile.
Budget Description	Investment in the supplemental pay for the MTSS Team to meet outside of work hours. Investment in "mentor texts" for teachers to read. Team planning time will be allocated for components that involve all staff.
Tags	Assessment: Balanced Assessment and Grading, MTSS: Curriculum & Instruction
Action steps	(Not started) Provide training that results in a common understanding of how to analyze assessments in order to identify skill gaps and create a plan of how to address these gaps using research based strategies. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction (Not started) Use the MTSS entry and exit criteria to determine which students require Tiered support and create a plan to support these students including the use of progress monitoring tools. Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring (Not started) Revisit our MTSS Process (at least quarterly) to reflect and evaluate the effectiveness of resources, interventions, and the overall MTSS process. Tags:MTSS: Fidelity of Implementation (Not started) Create a flexible/responsive assessment calendar that aligns to the content standards we are teaching. Tags:Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) Implement a flexible/responsive assessment calendar that aligns to the content standards we are teaching. Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth

	• (Not started) Implement teacher training (at least quarterly) to further develop staff ability to provide accurate feedback (grading progress towards mastery) aligned to CCSS that empowers students to reflect, own their learning, and improve. Tags:

Strategy 4

If we do...	consistently follow research and training on equitable student behavior expectations and class management strategies while building a system that is clear and fair
Then we see...	aligned implementation of the school's behavior policy in conjunction with the Students Rights and Responsibilities
which leads to...	consistent follow through on all steps in the behavioral management process, an overall reduction in infractions and instruction lost due to exclusion from the classroom, and our African American students would see an increase from the 32nd growth %ile to the 46th %ile in NWEA math in grades 3-8.
Budget Description	Investment in the supplemental pay for the Equity, MTSS and Discipline Teams to meet outside of work hours. Investment in "mentor texts" for teachers to read. Team planning time will be allocated for components that involve all staff.
Tags	Equity: Fair Policie sand Systems, ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices
Action steps	• (Not started) Revise a menu of interventions highlighting strategies for all three tiers of behavioral support. Tags:MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions • (Not started) Use the menu of interventions highlighting strategies for all three tiers of behavioral support. Tags: • (Not started) Revise, teach, simplify, and reinforce the school?s discipline systems and structures so the staff is clear on when and how they should document discipline referrals and follow through with expectations. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment • (Not started) Implement staff training that dives deeper into school discipline, especially those that touch on grey areas such as misbehavior vs. procedural non-compliance, and how to address serious behavioral issues.

	Tags:OSEL: Supportive and Equitable Discipline Practices
	• (Not started) Ongoing staff training that focuses on deepening our understanding of race and gender, and how we can implement practices that are equitable. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

Action Plan

Strategy 1

Administration presents commitments based in CIWP strategies, as updates are made.

Jun 19, 2020 to Jun 23, 2021 - Administration

Draft and (at least monthly) revisit a living/working copy of staff commitments

Jun 19, 2020 to Jun 24, 2022 - Administration with feedback from PPLC

Provide training and support for commitments as needed and requested by staff.

Jun 19, 2020 to Aug 28, 2020 - Administration

Develop a cohesive "playbook" of how we will utilize time, resources, and effort, that clearly states the purpose of all work (meetings, training, feedback, etc.). Revisited by administration (at least) monthly and shared as updates are made.

Jun 19, 2020 to Aug 21, 2020 - Administration with feedback from PPLC

Participate in activities that develop understanding of the importance of trust, alignment, and buy-in, as followed by building a sense of community through activities (once we return in person).

Aug 27, 2020 to Sep 04, 2020 - All staff

Perpetually acknowledge what "trust" means, per the research: trust to follow through, trust to have the know-how / competence, personal care, honesty / transparency, and consistency.

Jun 01, 2020 to Jun 17, 2022 - Everyone in the LaSalle community

Establish and communicate a short list of parent and family communication expectations to enable us to build and maintain a positive sense of community and effective rapport. Follow through when community expectations are not upheld.

Jun 18, 2020 to Aug 28, 2020 - All staff

Strategy 2

Following a survey of student interests and equity audit, acquire culturally relevant and engaging materials to students of all races based on survey responses and a staff equity audit.

Jun 19, 2020 to Jun 25, 2021 - Equity team leads all staff.

Survey students to determine their interests and what engages them.

Aug 24, 2020 to Oct 02, 2020 - Equity team leads all staff.

Students see math content AND practice standards across many subject areas (ex. science and social studies) - cross curricular integration.

Aug 28, 2020 to Jun 24, 2022 - Teachers of math, leading teachers who teach subjects outside of math

Host meetings that teach the role of race, bias, and equity in schools, and how we can address student performance as a staff.

Aug 28, 2020 to Jun 24, 2022 - Equity team leading all staff

Prepare, train, and implement a MTSS tiered supports, with progress monitoring, for math using teaching resources (ex. Touch Math, Do The Math).

Jul 01, 2020 to Jun 25, 2021 - MTSS Team with Mr. Collora and Ms. Dunleavy

Develop a plan to align Tier 1 math teaching strategies and structures (ex. how to change scope and sequence, which standards and skills are essential, incorporating a wide variety of teaching strategies, how to teach conceptual understanding vs. procedural).

Aug 28, 2020 to Jun 23, 2021 - Mr. Collora and Ms. Dunleavy leading gen ed teachers who teach math

Create a basic set of determined / established common teaching strategies, content, pedagogy, skills and structures, to be shared with staff prior to June 30

Jun 22, 2020 to Jun 30, 2020 - Various teams, depending on task (admin delegates)

Continue to create and clarify determined / established common teaching strategies, content, pedagogy, skills and structures

Jul 01, 2020 to Jun 24, 2022 - Various teams, depending on task (admin delegates)

Train teachers on new common teaching strategies, content, pedagogy, skills and structures as needed.

Aug 28, 2020 to Jun 24, 2022 - Various teams, depending on task (admin delegates)

Complete a research-based equity audit of classroom resources.

Jun 19, 2020 to Oct 30, 2020 - Equity team leads all staff.

Strategy 3

Provide training that results in a common understanding of how to analyze assessments in order to identify skill gaps and create a plan of how to address these gaps using research based strategies.

Aug 28, 2020 to Sep 04, 2020 - MTSS Team leads all staff

Create a flexible/responsive assessment calendar that aligns to the content standards we are teaching.

Jun 19, 2020 to Aug 28, 2020 - Grade Level Teams

Revisit our MTSS Process (at least quarterly) to reflect and evaluate the effectiveness of resources, interventions, and the overall MTSS process.

Sep 01, 2020 to Jun 25, 2021 - MTSS Team

Implement a flexible/responsive assessment calendar that aligns to the content standards we are teaching.

Sep 07, 2020 to Jun 24, 2022 - Admin and Grade Level Teams

Use the MTSS entry and exit criteria to determine which students require Tiered support and create a plan to support these students including the use of progress monitoring tools.

Sep 07, 2020 to Jun 24, 2022 - MTSS Team (within Grade Level Teams)

Implement teacher training (at least quarterly) to further develop staff ability to provide accurate feedback (grading progress towards mastery) aligned to CCSS that empowers students to reflect, own their learning, and improve.

Sep 07, 2020 to Jun 24, 2022 - Administration, with teacher leaders

Strategy 4

Revise a menu of interventions highlighting strategies for all three tiers of behavioral support.

Jun 19, 2020 to Sep 04, 2020 - MTSS and BHT

Revise, teach, simplify, and reinforce the school?s discipline systems and structures so the staff is clear on when and how they should document discipline referrals and follow through with expectations.

Aug 28, 2020 to Sep 04, 2020 - Administration with Discipline team

Implement staff training that dives deeper into school discipline, especially those that touch on grey areas such as misbehavior vs. procedural non-compliance, and how to address serious behavioral issues.

Aug 31, 2020 to Sep 04, 2020 - Administration

Ongoing staff training that focuses on deepening our understanding of race and gender, and how we can implement practices that are equitable.

May 21, 2020 to Jun 24, 2022 - Equity Team

Use the menu of interventions highlighting strategies for all three tiers of behavioral support.

Sep 07, 2020 to Jun 24, 2022 - All Staff

Fund Compliance

ESSA Program

[ ]

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.

[X]

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

Multiple surveys were sent to the community, and discussions have been held with the LSC chair to analyze and incorporate feedback into the CIWP. The entire LSC discussed the CIWP prior to approval.

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

N/A

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.

N/A

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.

After each administration of the NWEA assessment, reports are sent home with students.

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.

This has not been an issue at LaSalle, but a letter would be sent home with students if this were to happen.

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.

N/A

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

The LSC has a technology committee that will continue to give input in decisions made around instructional technology use.

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.

This is addressed directly in the CIWP, and an effort will be undertaken to continue to message clear expectations for supportive and collaborative community/family involvement.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Though we do not have a Pre-K program, we regularly communicate city-wide with Pre-K programs to ensure that we are educating them about our offerings.

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.

Every LSC meeting contains an opportunity for the CIWP team to update the LSC on progress. Moving forward, we will have a coordinated effort to ensure that the PPLC addresses this.

Policy Implementation Activities

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

[X] **<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>**

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

[X] **<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.)

LaSalle's mission is to provide a rigorous, comprehensive education, an appreciation of diverse cultures and languages, and opportunities to acquire effective communication skills. We will use best practices and authentic experiences to meet the needs of the whole child by fostering a community with high expectations, structured support and dedication.

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.

These are scheduled on report card pickup day. They are structured using a "sign up genius" format, and teachers are considering a format where students present their learning.

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

Every time high-stakes external assessments are given (NWEA, BAS, TRC), the results are sent to parents, and students in grades 4-8 are aware of their numeric academic goals while students in grades K-3 create goals for efforts.

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

All teachers are committed to being responsive to parents via e-mail, phone, or for scheduling in-person meetings on a regular basis. Staff commit to responding to emails within 48 work hours and oftentimes proactively schedule opportunities to engage 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.

There are myriad opportunities for parents to get involved in school, largely through the Friends of LaSalle. The organization hosts meetings, events, and other functions that promote parent engagement. Each teacher also commits to creating volunteer opportunities for parents throughout the year including small-group volunteer academic activities, volunteering at lunch and recess, bulletin board design, field trip chaperone, and other ways of assisting the school in meeting our mission.

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

We expect parents to be "partners" in their children's learning, including being responsive to requests at the school level. While it would be unfair to expect the exact same thing from all families to be respectful to the needs of each family, we do expect that parents monitor the progress of their children's learning using Parent Portal / Student Portal, and ensure that their children are completing assignments and other tasks as assigned by the school. Additionally, we expect that parents will support the behavior plan of the school as this directly impacts our ability to support their learning.

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 are always able to communicate directly with teachers and the administration. We are always listening. Additionally, LSC meetings are open to the public, arrival and dismissal sees frequent engagement, and as listed above, we engage with parents through direct communication to collaboratively make decisions about how students will be successful.

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).

We are focused in this CIWP on student rights and responsibilities, and equity. The combined mission through this lens, if we meet our goals, ensures that students are heard, well disciplined, and respected for their uniqueness and individual spirit. As mentioned above, students set goals and strive towards them by owning their learning.

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.

N/A

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