

Logandale Middle School 2020-2022 plan summary

Team

| Name | Role | Email | Access |
|--------------------------|----------------------------|---------------------------|------------|
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Team Meetings

| Date | Participants | Topic |
|------------|--------------|-------------------------------|
| 01/29/2020 | All | Self assessment/SEF |
| 01/30/2020 | All | SEF self assessment continues |
| 01/30/2020 | All | SEF |
| 02/12/2020 | All | SEF/Goals |

| Date | Participants | Topic |
|------------|--------------|---|
| 03/10/2020 | All | Goals |
| 04/23/2020 | All | Strategies/Action Plans |
| 05/15/2020 | All | Action plans/Parent Compact |
| 06/04/2020 | Admin,/N4 | Action plans/Areas of critical needs |
| 06/09/2020 | Admin /N4 | Areas of critical needs revision of strategies 1, and 2 |
| 06/11/2020 | Admin/ N4 | Feedback |

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)
 - 2 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
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Our school participates in weekly grade level meetings. We have teacher leaders in every grade level that help prioritize goals for each grade as well as the content being introduced. Student learning is strong. Areas of growth include creating and sustaining a strong curriculum. We have continued to work towards school improvement and have continued to develop the CIWP to address the needs of our school community. The use of student data is central to

the work that we do each day. The CIWP was written with a collaborative team that represents a diverse cross section of our staff and administrative team.

- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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:** Teachers have been strongly encouraged to sign up for differentiated PD to suit their specific goals. The school schedule is built around students' needs, their IEP's and their curricular needs. Support staff and before and after school programs have been provided to support any student

Depth and Breadth of Student Learning and Quality Teaching

- 2 - 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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:** School strengths include integrating academic and social emotional learning through programs including Calm Classroom, check in-check out, AVID student of the month, and logger. Areas of growth include vertical and horizontal alignment, align units of instruction to scope and sequence maps, and pace units and lessons appropriately. Improve on differentiation for DLs and ELs. Expose students to appropriate levels of text complexity in all types of texts. Our current work includes developing a school wide framework for learning for our students with LEAD 180, and the Office of Language and Culture to develop units of study for ELs.
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding

- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 2 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** There is access to math manipulatives and programs including Khan Academy, 1xl, extra math. Students understand how to use academic tools in a given content. Areas of growth include incorporating materials that have variety and flexibility to reach all students especially ELs and DLs. Although we have access to good programs, we lack the technology and training to access these programs with fidelity in the classroom. The use of novel units in all grades from 3-8, and Fountas and Pinnell LLI kits will enhance literacy instruction. The use of a math program with a technology addition will individualize for each math student. The investment in more chromebooks also allowed all intermediate and upper grade students to have access to technology on a daily basis.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 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
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** There is access to math manipulatives and programs including Khan Academy, xtra, and IXL. Students understand how to use academic tools in a given content. Areas of growth include incorporating materials that have variety and flexibility to reach all students especially ELs and DLs. Although we have access to good programs, we lack the technology and training to access these programs with fidelity in the classroom. The use of novel units in all grades from 2-8, and Fountas and Pinnell LLI kits will enhance literacy instruction. The use of a math program with a technology addition will individualize for each math student. The investment in more chromebooks also allowed all intermediate and upper grade students to have access to technology on a daily basis.

- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
 - 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
 - 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 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)
- 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)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** As part of our MTSS system, we utilize ALES referral form and a check-in/check-out system school wide. We have a Student of the Month incentive that highlights successful achievements in each grade and we focus attention on ELs progress with regular meetings using WIDA standards. Areas of growth include implementing school-wide systems to monitor students receiving intensive interventions and determining appropriate interventions for students not making adequate progress. Morning and after school tutoring is provided for student in grades 1-8 for all students interested in attending.
- 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** We currently have NGSS, ACCESS, Naviance, Junior Achievement, Amplify Science, Success Bound, KidBiz, and AVID. These programs prepare students for college and career readiness. 8th grade algebra is offered to top performing students. Areas of growth include teaching students to look at and analyze their own performance data. Provide summer learning experiences to minimize learning loss and support key transition periods. Parents participate in 2 meetings per year for orientation to 8th grade and At Risk Meeting for students in danger of not graduating. 8th grade students are encouraged to participate in Freshmen Connection or similar programs at the high school they will attend.

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)
- 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- **Evidence:** We commit time to train and coach staff, through programs such as Calm Classroom and AVID, to develop supportive relationships with students. Teachers acknowledge students for their positive contributions to the school and community environment. Common planning time, such as grade level meetings and the BAC/PAC advisory councils, is used to allow staff to work together towards school improvement. A committee has been created of staff, for teachers, to bring up issues and resolve conflicts using open dialogue. There are scheduled learning walks for all staff to reflect, debrief, and leave with take a-ways.
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** Evident in the chosen novels for curriculum that reflect student's interest and current issues in society. Themes of novels allow for rich discussion on beliefs and identities. Discussion goals are to be heard and to understand and respect other's viewpoints. Writing topics include real world issues that directly affect students and offer an opportunity for authentic debate grounded in credible and objective research. A student newspaper allows students to write about and inform other students about issues that concern them and society at large. Student newspaper is entirely student driven. Students follow CNN 10 and keep abreast of current events and news and lead to lively discussions.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** We use Avondale Logandale Referral form to address all academic/behavioral concerns. This provides clear-cut information in reporting and responding to safety concerns. In order to emphasize positive and restorative approaches to student behavior and minimizing punitive consequences, our school uses MTSS/BHT flowcharts and discipline charts. We help guide students to make better choices to ensure a safe school environment. Areas of growth include allowing students the opportunity to have a voice through student government and creating uniform classroom and transition routines that are safe

and orderly as well as maximize instructional time. An incentive program has been implemented to reward positive behaviors (attendance, behavior, grades).

- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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:** We are currently providing support for students and parents through social work services provided by the infant well-fare society, restorative conversations in multiple grade levels through peace circles and compliment circles. We use Calm Classroom to help students learn to identify and manage emotions appropriately as well as ensure that daily routines run smoothly. Areas of growth include giving positive feedback to families regarding behavior and academic achievement and continuing the success of supporting staff in engaging in ways that de-escalate conflict, including re-teaching and building social-emotional skills via PD around conflict resolution, restorative practices, and strategies on how to work with student with explosive behaviors.
- 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)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Using programs such as math and reading night, Multicultural Night/assembly, the theater department, and movie nights the school provides frequent high-quality opportunities for families and communities to be involved in the school community. Parents are very involved with school improvement through the LSNA, LSC, Parent Mentor program, Parent University, BAC, PAC, the parent component of the Boys and Girls Club, and the University of Illinois nutrition education program. Staff communicates with families through welcome letters (including translated letters), Class Dojo, open house, and regular texts and emails.

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 | 2 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 0 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 1 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 3 |
| 2 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | 0 |
| 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 | 0 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | 0 |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | 0 |
| 3 | 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.

Vision metrics

| Metrics (select 3-5) | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|---|---|---|-----------------------|-----------------------|
| Vision: NWEA Attainment G2 (Math) Projecting using the vision data which states our students in second grade will be at 68% by 2024. | Overall | | 45.00 | 50.00 |
| | | | | |
| Vision: NWEA Attainment G2 (Reading) Projecting using the vision data which states our students in second grade will be at 68% by 2024. | Overall | | 30.00 | 39.00 |
| | | | | |
| Vision: NWEA Growth G3-8 (Math) Projecting using the vision data which states our students in grades 3-8 will be at 68%. EL students goals will be 64% by 2024 | Overall | | 46.00 | 55.00 |
| | EL | | 56.00 | 60.00 |
| Vision: NWEA Growth G3-8 (Reading) Projecting using the vision data which states our students in grades 3-8 will be at 64% by 2024. Students with IEP's, and 504 will also reach 64% by 2024. | Overall | | 50.00 | 58.00 |
| | Students with IEPs | | 32.00 | 40.00 |
| Vision: NWEA Attainment G2-8 (Reading) Projecting using the data which states our EL students in 2-8 will reach 35% in NWEA attainment by 2024. | EL | | 20.00 | 28.00 |
| | | | | |

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 Partially organized on 2019 to well organized by 2020-2021 | | | | 4.00 | 5.00 |

Custom metrics (33% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|--------------------------|-----------------------------|-----------------------------|---------------------------|---------------------------|---------------------------|
| On track Reading (Blank) | | 53.00 | | 58.00 | 62.00 |
| On track Math (Blank) | | 47.60 | | 50.00 | 53.00 |
| (Blank) (Blank) | | | | | |
| (Blank) (Blank) | | | | | |

Strategies

Strategy 1

| | |
|--------------------|--|
| If we do... | Plan and assign tasks that are cognitively challenging for individual students (including ELs and DLs) and require students students to provide evidence of their reasoning; with a specific focus on ACCESS and NWEA data |
| Then we see... | students engaged with important conceptual ideas, requiring students to engage in productive struggle, with a specific focus on DLs and ELs |
| which leads to... | on-track student percentage each quarter in math of 47.6% to 50% on track, in reading from 53% to 58% on track. |
| Budget Description | Target dates for completed vertically and horizontally aligned objectives, designated time for analyzing data, and support for professional development to support instruction for DLs and ELs. |
| Tags | Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks |
| Action steps | <ul style="list-style-type: none"> (Not started) Principal organizes a grade level meeting every five weeks, discussing on/off-track students during grade level meetings. Using MTSS exit/entry criteria for students who may need supports, teachers will identify students that need further support. <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) During grade level meetings, teachers will dedicate time to developing rigorous instructional activities that are aligned and provide supports |

and provide supports for DLs and ELs. Teachers will be provided a list of GLM topics and speakers on the Google drive to help them prepare for the weekly meeting.

Tags:Leadership for Continuous Improvement, Instruction, ODLSS: Instructional Quality, OLCE

- (Not started) The continued improvement of thematic units developed by ALES teachers, and bilingual Prekindergarten - 2nd grade units developed by OLCE and K. Beeman, will be supported and used as a baseline when creating new, more rigorous units. All completed thematic units will be on the Google drive for review. (add dates provided by OLCE and adjust time frame to match)

Tags:Curriculum, Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Math: Rigorous Tasks

- (Not started) The MTSS will review the student data provided via Gradebook, lesson plans, and all available data sources will be used on the MTSS logging tool to support the identification of off-track students.

Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

- (Not started) During Grade level meetings, teachers will be asked to complete an exit slip that includes the strategies they will use in their classrooms. Classroom observations by administration, ILT, MTSS and reading/math team leaders will provide feedback on the strategies in use.

Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Fidelity of Implementation, Math: Rigorous Tasks

- (Not started) Teachers will complete "State of the School" page for their classroom before the 5 week meeting to identify students that need more support.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Teachers will continue to participate in professional development from OLCE, during grade level meetings, to improve instruction and the number of students on track. Teachers will be provided a list of GLM topics and speakers on the Google drive to help them prepare for the weekly meeting. Teachers will implement the use of these strategies.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

| | |
|--|--|
| | <ul style="list-style-type: none"> (Not started) Teachers will receive feedback on the new learning from professional development from OLCE during grade level meetings and Professional Development day. <p>Tags:Leadership for Continuous Improvement, OLCE</p> <ul style="list-style-type: none"> (Not started) Teachers will continue to participate in professional development from ODLSS, during grade level meetings, to improve instruction and the number of students on track. Teachers will be provided a list of GLM topics and speakers on the Google drive to help them prepare for the weekly meeting. Teachers will implement the use of these strategies. <p>Tags:ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) Teachers will receive feedback on the new learning from professional development from ODLSS during grade level meetings and Professional Development day. <p>Tags:Leadership for Continuous Improvement, ODLSS: Instructional Quality</p> |
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Strategy 2

| | |
|--------------------|---|
| If we do... | Use a more consistent school-wide grading system and clear expectations around categories, number of entries, and weights. During grade level meetings, teachers will review and calibrate grading practices to improve a supportive environment and promote students that are on track. |
| Then we see... | consistent grading across the grade levels, and grade bands. Consistent weight and calibration of assessment, fair and equitable assessments across grade levels that is clear to all stakeholders |
| which leads to... | a measurable increase of students that are on-track for a student percentage each quarter in math of 47.6% to 50% on track, in reading from 53% to 58% on track. |
| Budget Description | Grade bands will also meet once a month with samples of work and feedback provided for students. The on-track student percentage each quarter of 55% to 65% on track will be reviewed and 100% of teachers will have consistent grading systems with similar weights and categories, and more uniform grading systems. |
| Tags | Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning |
| Action steps | <ul style="list-style-type: none"> (Not started) Teachers will collaborate with grade level/subject matter team to align grading systems and provide a balanced assessment system. Teachers will create checkpoint assessments for each unit. Professional development will support this work during the months of September to October of 2020. |

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| | <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Provide time and support during grade level meetings and professional development days to align units with assessments and insure alignment with the language and learning targets. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> • (Not started) Incorporate technology in a meaningful, effective, and efficient manner to assess learning objectives. <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Monitor and analyze the data compiled by teachers for each unit during grade level meetings during 5 week cycles. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> • (Not started) Monitor and analyze the DIBELS/IDEL/mClass Math data compiled by teachers in grades K-2 for each unit during grade level meetings <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: PreK-3 Assessment</p> <ul style="list-style-type: none"> • (Not started) Create rubrics/exit slips to measure the student success on the units inclusive of ELs, and DLs. <p>Tags:Assessment: Balanced Assessment and Grading</p> |
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Strategy 3

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| If we do... | Design specific MTSS guidelines and processes for academic and behavior interventions, provide professional development to review MTSS strategies, increase teacher collaboration around MTSS, and increase coaching opportunities for academic and behavioral interventions school wide; |
| Then we see... | Increase teacher knowledge of the curriculum and instruction, effective utilization of the MTSS problem solving process, shared leadership indicators of MTSS, the establishment of school-wide behavior goals; |
| which leads to... | A clear understanding and process for using MTSS; increased sense of teacher ownership of students' needs; improved instructional time, increased usage of MTSS interventions, increase of positive behavior from students and in an improved school climate as |

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| | evidenced by an improvement of scores in the 5 Essentials Survey in areas of Culture and Climate from 4 to 5. This should lead to an overall growth in math from 48 to 55% and in reading from 53% to 58%. |
| Budget Description | Teachers and staff on the MTSS team must have time available implement the strategy thoroughly and consistently. Minimal resources may be needed for the MTSS team to enhance academic interventions. |
| Tags | MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions |
| Action steps | <ul style="list-style-type: none"> (Not started) Teachers must use the ALS Referral form to notify the MTSS Team of students needing Tier 2/Tier 3 Interventions requiring academic/behavior interventions within first month of school. Teachers can review student performance from prior year and work on schedule with MTSS to provide Tier 2/Tier 3 Interventions. Bimonthly meetings will insure all student needs are addressed. MTSS lead will support staff that need implementation support. Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process (Not started) The MTSS Team must utilize the SMART goals approach and establish specific goals for each student being referred. Documentation of this strategy is required, as well as duration, frequency, as intervention strategies to be used. This action step is ongoing throughout the school year. Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring (Not started) After the MTSS team and teachers have established MTSS goals for the students, the teachers must enter information into Aspen to document which services are being provided, how often, and the duration of each intervention. Teachers must also inform parents of intervention information. The MTSS Team will inform school administration of students receiving interventions. Tags:MTSS: Family and Community Engagement, MTSS: Shared Leadership (Not started) The MTSS Team will follow through with established intervention measures, properly progress monitor, and report intervention success/failure with teachers and administration. Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring (Not started) The MTSS/BHT Team will support the implementation of a specific approach to SEL instruction for the school, based on positive character traits. Common character development goals will help to establish school-wide student expectations from teachers. The school administration, MTSS Team, and teachers, must support efforts to implement positive character-building SEL instruction. |

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| | <p>Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Proper implementation of SEL instruction is required to be 30 minutes per week of instruction. The teachers will be provided with the information needed to effectively implement the SEL instruction by the MTSS Team. <p>Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) Once proper implementation of school-wide SEL instruction has been implemented, teachers can monitor problem areas for students. The ALS Referral Form will then be utilized to inform the MTSS/BHT Team of specific areas of need for the students to be provided Tier 2/Tier 3 Behavior Interventions. Once the student has been identified, the same procedures for Tier 2/Tier 3 Academic can be used. <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions</p> |
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Action Plan

Strategy 1

Principal organizes a grade level meeting every five weeks, discussing on/off-track students during grade level meetings. Using MTSS exit/entry criteria for students who may need supports, teachers will identify students that need further support.

Jul 01, 2020 to Jun 30, 2022 - Administration Teachers

During grade level meetings, teachers will dedicate time to developing rigorous instructional activities that are aligned and provide supports and provide supports for DLs and ELs. Teachers will be provided a list of GLM topics and speakers on the Google drive to help them prepare for the weekly meeting.

Jul 01, 2020 to Jun 30, 2022 - Administration Teachers OLCE ODLSS

The continued improvement of thematic units developed by ALES teachers, and bilingual Prekindergarten - 2nd grade units developed by OLCE and K. Beeman, will be supported and used as a baseline when creating new, more rigorous units. All completed thematic units will be on the Google drive for review. (add dates provided by OLCE and adjust time frame to match)

Jul 01, 2020 to Jun 30, 2022 - Administration Teachers OLCE

The MTSS will review the student data provided via Gradebook, lesson plans, and all available data sources will be used on the MTSS logging tool to support the identification of off-track students.

Jul 01, 2020 to Jun 30, 2022 - MTSS team Administration Teachers

During Grade level meetings, teachers will be asked to complete an exit slip that includes the strategies they will use in their classrooms. Classroom observations by administration, ILT, MTSS and reading/math team leaders will provide feedback on the strategies in use.

Jul 01, 2020 to Jun 30, 2022 - Administration ILT MTSS Reading/Math team leaders

Teachers will complete "State of the School" page for their classroom before the 5 week meeting to identify students that need more support.

Jul 01, 2020 to Jun 30, 2021 - Teachers

Teachers will continue to participate in professional development from OLCE, during grade level meetings, to improve instruction and the number of students on track. Teachers will be provided a list of GLM topics and speakers on the Google drive to help them prepare for the weekly meeting. Teachers will implement the use of these strategies.

Sep 01, 2020 to Dec 31, 2020 - Teachers OLCE ELPT

Teachers will receive feedback on the new learning from professional development from OLCE during grade level meetings and Professional Development day.

Jan 01, 2021 to Feb 28, 2021 - Administration OLCE

Teachers will continue to participate in professional development from ODLSS, during grade level meetings, to improve instruction and the number of students on track. Teachers will be provided a list of GLM topics and speakers on the Google drive to help them prepare for the weekly meeting. Teachers will implement the use of these strategies.

Jan 01, 2021 to Feb 28, 2021 - Administration ODLSS Case Manager

Teachers will receive feedback on the new learning from professional development from ODLSS during grade level meetings and Professional Development day.

Mar 01, 2021 to Apr 30, 2021 - Administration ODLSS Case Manager

Strategy 2

Teachers will collaborate with grade level/subject matter team to align grading systems and provide a balanced assessment system. Teachers will create checkpoint assessments for each unit. Professional development will support this work during the months of September to October of 2020.

Sep 01, 2020 to Oct 30, 2020 - Administration, Teachers, Network 4 support

Provide time and support during grade level meetings and professional development days to align units with assessments and insure alignment with the language and learning targets.

Sep 01, 2020 to Jun 25, 2021 - Administration, Teachers

Incorporate technology in a meaningful, effective, and efficient manner to assess learning objectives.

Sep 01, 2020 to Jun 30, 2021 - Administration, Teachers

Monitor and analyze the data compiled by teachers for each unit during grade level meetings during 5 week cycles.

Sep 01, 2020 to Jun 18, 2021 - Administration, Teachers

Monitor and analyze the DIBELS/IDEL/mClass Math data compiled by teachers in grades K-2 for each unit during grade level meetings

Sep 01, 2020 to Jun 30, 2021 - Administration, Teachers

Create rubrics/exit slips to measure the student success on the units inclusive of ELs, and DLs.

Sep 01, 2020 to Jun 30, 2021 - Teachers, Administration, GL presenters

Strategy 3

Teachers must use the ALS Referral form to notify the MTSS Team of students needing Tier 2/Tier 3 Interventions requiring academic/behavior interventions within first month of school. Teachers can review student performance from prior year and work on schedule with MTSS to provide Tier 2/Tier 3 Interventions. Bimonthly meetings will insure all student needs are addressed. MTSS lead will support staff that need implementation support.

Jun 30, 2021 to Jun 30, 2021 - Teachers, MTSS/BHT Team, MTSS lead

The MTSS Team must utilize the SMART goals approach and establish specific goals for each student being referred. Documentation of this strategy is required, as well as duration, frequency, as intervention strategies to be used. This action step is ongoing throughout the school year.

Sep 08, 2020 to Jun 04, 2021 - MTSS/BHT Team

After the MTSS team and teachers have established MTSS goals for the students, the teachers must enter information into Aspen to document which services are being provided, how often, and the duration of each intervention. Teachers must also inform parents of intervention information. The MTSS Team will inform school administration of students receiving interventions.

Sep 08, 2020 to Jun 04, 2021 - Teachers, MTSS/BHT Team

The MTSS Team will follow through with established intervention measures, properly progress monitor, and report intervention success/failure with teachers and administration.

Sep 08, 2020 to Jun 04, 2021 - MTSS/BHT Team

The MTSS/BHT Team will support the implementation of a specific approach to SEL instruction for the school, based on positive character traits. Common character development goals will help to establish school-wide student expectations from teachers. The school administration, MTSS

Team, and teachers, must support efforts to implement positive character-building SEL instruction.

Sep 08, 2020 to Jun 11, 2021 - MTSS/BHT Team, Administration, Teachers

Proper implementation of SEL instruction is required to be 30 minutes per week of instruction. The teachers will be provided with the information needed to effectively implement the SEL instruction by the MTSS Team.

Sep 08, 2020 to Jun 11, 2021 - MTSS/BHT Team, Teachers

Once proper implementation of school-wide SEL instruction has been implemented, teachers can monitor problem areas for students. The ALS Referral Form will then be utilized to inform the MTSS/BHT Team of specific areas of need for the students to be provided Tier 2/Tier 3 Behavior Interventions. Once the student has been identified, the same procedures for Tier 2/Tier 3 Academic can be used.

- MTSS/BHT Team, Teachers

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.

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.

Parents complete an evaluation form to rate the quality of the programs. They also participate in input sessions regarding the CIWP. ILT Staff reviews state and local assessment data to ensure programs meet the needs identified at each grade level.

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

Every opportunity is provided for students to receive at or above level materials to support their continued growth in each core subject area. Classroom libraries have been enhanced with non-fiction text to support work in the content areas. Moreover school invest about 50,000 to enhance technology in the classrooms.

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.

Language Arts, Mathematics, Science and Social Science materials are selected to meet the needs of all students. All methods, materials and strategies in use are based on scientific research to meet the needs of monolingual and ELL students. Instructional time in Language Arts and Mathematics has been maximized to provide additional time for targeted student support.

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).

The ALS plans include academic supports in all core subject areas for all students. The schoolwide strategies include: After School programs, Math and Reading coaching and supports, RTI/MTSS interventionist, ELL/Bilingual resource teacher, full time counselor/case manager, and outside community partners that provide health/family supports. On the opening day of classes, teachers will clarify, state their expectations to all students, verbally and in writing (Avondale-Logandale Student's Handbook). Students' performance is evaluated on their progress reports and report cards based on schoolwide grading scale. We are in direct contact with parents of diverse students in terms of state and local assessments. All parents whose children are eligible for alternative state assessment will be informed by the school counselor-case manager.

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

All ALS teachers and Education Support Personnel (ESPs) are Highly Qualified. the strategies used to attract high-quality, highly qualified staff include: -advertisements in the CPS bulletin with a detailed list of the credentials required - review of teacher status/ qualification on the www.isbe.net website -continued support of professional development and training of current staff to support endorsements and/or state approvals. At Avondale-Logandale School, all classroom teachers are "highly qualified" as defined by Title I regulations.

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.

In addition, to four report cards, progress reports will be sent home with students after five, fifteen, twenty-five and thirty-five week intervals in the school year. Students will be required to return these reports signed by their parents. In addition, some teachers send home weekly progress reports for parents to review. Often, teachers will call parents when students are not completing their homework or class assignments, participating in class, or experiencing behavioral issues. Parents may then be invited to visit the classroom to observe their child.

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

Report cards are issued every 10 weeks. In addition, progress reports are sent home during 5th, 15th, 25th, and 35th week of school. Parents with students in grades 1-8th will be able to check student progress at any time using the Parent Portal.

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.

At Avondale-Logandale School, we encourage parents to partner with teachers to support the education of all students. Parents are asked to arrange meetings with teachers before, during, after school or during teachers' preparation time. Moreover, parents can always communicate with teachers via email. Teachers' addresses are in the staff directory of the school website.

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.

At Avondale Logandale School, we believe that parents are the first and most important teacher a child will ever have. We also believe that parental involvement in the classroom and school activities is very important to a child's academic success. We encourage parents to volunteer in classrooms, participate in field trips, attend LSC meetings, assemblies, school activities such as Open House, Literacy and Math Night, parent meetings, Movies Night, etc.

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.

As we meet with parents, whether in large meetings or at individual conferences, we offer strategies and techniques as to how they can support their children's learning. We show parents various ways to support their children at home. With varied teaching strategies, we will motivate parents and make them realize that we truly educate their child in a valued partnership with the family. Through conferences, and notices sent home, parents are encouraged to monitor their children's attendance and homework completion.

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.

The six elected LSC parent representatives have tremendous bearing as to how decisions are made. At NCLB and Bilingual Advisory Committee meetings, as well as individual conferences with parents, we listen to the parents' concerns. Parents are given privacy and confidentiality to share other pressing issues. Moreover, we offer Spanish translator services when parents request them.

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.

Avondale-Logandale school complies with the CPS mandate a host parent community Title I informational meeting. Principal and Administrators educate and inform parents about the school programs and parental involvement. Parents and community members participate from an evaluation form to rate the quality of the Title I programs.

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

Principal and Assistant Principal will invite parents and community members to an informational meeting about Title I activities and programs. Title I meeting was held on September 24, 2020 at 8:15 A.M. Parents will also receive information on the requirements and rights of Title I programs. Parents will participate from Title I evaluation forms. After Title I meeting parents will participate from Title I PAC organizational meeting at 10:30. A light refreshment and day care is also provided to all participants. Participants will vote to elect new PAC members for the 2020-2021 school year. Moreover, Avondale-Logandale will host monthly NCLB meetings with the purpose of providing parents training and increase parental involvement in the school. Avondale-Logandale school provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community such as ESL classes, computer classes, GED classes, monthly LSC meetings, parent mentor program in conjunction to Logan Square Association, among other after-school activities.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Parents will have the opportunity to formulate questions during public comments time on Local school council monthly meetings, In addition, parents have questions and answers time with the school principal in all NCLB meetings. Moreover, the administration of Avondale-Logandale school has established an open door policy for all parents and community members to respond the needs and suggestions from all school stakeholders.

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 NWEA Reading and Math Winter and Spring results. Moreover, parents with students enrolled in the bilingual program will receive ACCESS -English proficiency results every year.

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.

In Avondale-Logandale school all classroom teachers are "highly qualified" as defined by Title I regulations.

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.

Principal and Assistant Principal will invite parents to an informational meeting about Title I. Parents will also receive information on the requirements and rights of Title I programs. In this meeting parents will also participate from Title I evaluation form. Moreover computer teacher and technology coordinator will plan a parent/workshop meeting to assist parents in monitor their child's progress report using Parent Portal Accounts

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 receive information on monitor student's progress report using Parent Portal Account. Parents will learn reading and mathematics strategies in "how to help their children at home" during NCLB monthly meetings. In addition, our partnership with Logan Square Association will offer weekly training to parent volunteers in various academic strategies to implement with students in the classrooms.

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.

Avondale-Logandale school has been working with Logan Square Association as partnership in providing parents the opportunity to become "parent mentors" in their child's school. Within this program, parents receive weekly training in various strategies to better assist students in the classrooms. Teachers are in charge of sharing strategies with parents through monthly newsletter, literacy night, parent/teacher conferences, and monthly parent meetings.

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.

The community partnership with LSNA, Diversey Day care, and Christopher House Association, would help Avondale-Logandale school establish an open communication with families of pre-school age children. In addition, Pre-K teachers organize quarterly meetings for families with pre-school age to share activities and learning strategies for 3-5 years old students.

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.

In order to maintain a home-school connection, Avondale-Logandale school send monthly informational bulletins in English and Spanish to notify parents about important events in the school. In addition, classroom teachers are encouraged to send weekly, and monthly classroom bulletins to remind parents about important events. Moreover all important events are posted on the school web page.

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)

All sections in the Parental Involvement Policy and Parent Compact are complete.

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.)

Committed to engaging and nurturing all learners, Avondale-Logandale uses all available resources to ensure that our students are successful in college, career, and life. ALS MOTTO: Achieve, Learn, Succeed

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.

In addition, to four report cards, progress reports will be sent home with students after five, fifteen, twenty-five and thirty-five weeks. Students will be required to return these reports signed by parents. In addition, some teachers send home weekly progress reports to sign. Often teachers will call parents when students are not doing their homework, participating in class, not handing in class assignments, or experience behavioral issues. Parents may be then be invited or requested to visit the classroom to observe their child. School Administrators encourage parents to sign in and check students' grades or missing assignments on ASPEN-Parent portal

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

Report cards are issued every 10 weeks. In addition, progress reports are sent home during 5th, 15th, 25th, and 35th week of school. Parents with students in grades 1-8th will be able to check student progress at any time using ASPEN-Parent Portal.

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

At Avondale-Logandale school, we encourage parents to partner with teachers to support the education of all students. Parents are asked to arrange meetings with teachers before, after school or during teacher's preparation time. Moreover, parents can always communicate teachers via email. Teacher's addresses are in the staff directory of the school website.

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.

At Avondale Logandale school, we believe that parents are the first and most important teacher a child will ever have. We also believe that parental involvement in the classroom and school activities is very important to a child's academic success. We encourage parents to participate in field trips, attend LSC meetings, assemblies, school activities such as open house, reading night, parent meetings, movies night, etc.

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

At Avondale Logandale school, we believe that parents are the first and most important teacher a child will ever have. We also believe that parental involvement in the classroom and school activities is very important to a child's academic success. We encourage parents to participate in field trips, attend LSC meetings, assemblies, school activities such as open house, reading night, parent meetings, movies night, etc. All parent volunteers applied on the CPS-website

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

The six elected LSC parent representatives have tremendous bearing as how decisions are made. NCLB and Bilingual Advisory Committees are also a good representation on school decision making. Moreover, during conferences with parents, we listen to the parents' concerns. Parents are given privacy and

confidentiality to share pressing issues. In addition, we offer Spanish translator services when parents request it.

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).

2-8 Grade Teacher and students will complete "Student Goal Setting Worksheet" with students to discuss/set students' goals and celebrate achievements
 PK-1 Will complete the "state of the classroom" to set instructional goals with students. Moreover all PK-8 will receive monthly perfect- attendance incentives.

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.

- I Provide parent training to support instructional activities for their children
- II To empower parents towards greater involvement to impact their children's learning
- III. to support [parents educating the whole child academically and socio-emotional

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. | \$1000.00 |
| 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. | \$414.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$1000.00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$500.00 |

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| 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. | \$500.00 |
| 53510 | Postage Must be used for parent and family engagement programs only. | \$0.00 |
| 53306 | Software Must be educational and for parent use only. | \$0.00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents. | \$0.00 |