

Lawndale Elementary Community Academy 2020-2022 plan summary

Team

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

| Date | Participants | Topic |
|------------|--------------|------------------------|
| 03/03/2020 | Team | SEF Analysis |
| 03/17/2020 | Team | Areas of critical need |

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 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:**
- 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
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 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:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? 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)
 - 3 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)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 2 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 1 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:**
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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:**

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)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 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:**

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|-------|---|---------------|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 1 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 2 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | 3 |

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

Goals

Areas of critical need and root cause analysis

[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 |
|----------------------|--------------------------------------|------------------------------------|----------------|----------------|
| | Overall | | 71.00 | 78.00 |

| Metrics (select 3-5) | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|--|---|---|-----------------------|-----------------------|
| <p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>I chose this metric because historically the school's growth has been below the 70th percentile threshold needed to improve our attainment percentile.</p> | Students with IEPs | | 64.00 | 70.00 |
| <p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>I chose this metric because historically the school's growth has been below the 70th percentile threshold needed to improve our attainment percentile.</p> | Overall | | 67.00 | 73.00 |
| | African American | | 67.00 | 73.00 |
| <p>Vision: Attendance Rate</p> <p>Historically the attendance rate has been under 95%. Research shows the correlation between attendance and high academic achievement.</p> | Overall | | 94.30 | 95.30 |
| | African American | | 94.30 | 95.30 |
| <p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>I chose this metric because historically the school's growth has been below the 70th percentile threshold needed to improve our attainment percentile.</p> | Overall | | 3.00 | 6.00 |
| | African American | | 3.00 | 6.00 |
| <p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>I chose this metric because historically the school's growth has been below the 70th percentile threshold needed to improve our attainment percentile.</p> | African American | | 4.00 | 7.00 |
| | Overall | | 4.00 | 7.00 |

Required metrics (Elementary) (0% complete)

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

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

| | |
|--------------------|--|
| If we do... | Implement an MTSS Framework and develop a Menu of Interventions aligned to the students academic and social emotional needs. |
| Then we see... | proactive enrichment strategies aimed at creating a supportive and rigorous academic structure. Students will advocate for themselves, utilizing restorative approach with peers and adults |
| which leads to... | an increased number of our second grade students meeting or exceeding their NWEA attainment percentiles in Reading by 3%. |
| Budget Description | A MTSS coordinator will be hired Funds will be used to pay staff for professional development and team meeting Bi-weekly meetings |
| Tags | Assessment: PreK-3 Assessment, Equity: Targeted Universalism, MTSS: Family and Community Engagement, MTSS: Progress Monitoring, OECE: P-2 Balanced Literacy |
| Action steps | <ul style="list-style-type: none"> (Not started) Establishment of the MTSS committee, solidifying function and purpose with representation of each grade band. (Role & Responsibilities, Expectations, Communications) Tags:MTSS, MTSS: Problem Solving Process (Not started) Teachers will create five week assessments according to the interim assessment calendar that will be reviewed prior to the implementation of the unit. Every five-weeks grade level teams will utilize assessment data to revise, re-mediate deficiencies, and re-teach standards of focus. Tags:MTSS: Fidelity of Implementation (Not started) MTSS coordinator and tutors will provide additional instruction outside the reading and/math block for Tier 2 and Tier 3 students. Teachers and |

| | |
|--|---|
| | <p>coordinator will update the data on the MTSS tool which will include students' Tiers for reading and math, goals, and intervention with a start and end date</p> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) MTSS team will progress monitor students identified on their MTSS goals and update the MTSS monitoring tool.MTSS team will meet bi-weekly to review data on students and determine next steps for additional assistance.MTSS will monitor all progress monitoring such as sight words, Dibels, TRC, Wilson Reading, and Interim assessments. <p>Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Regular on-track and BAG report data protocol with the focus on DL students with NWEA goal setting will be completed for each student in math and reading and reviewed after each testing window to hold students accountable for their mastery level and set goals around improving attainment level. <p>Tags:Balanced Assessment and Grading, MTSS, MTSS: Family and Community Engagement</p> <ul style="list-style-type: none"> (Not started) Professional development around instructional strategies/curriculum to support student with disabilities (e.g. Wit and Wisdom, Wilson, etc. in addition to trauma informed and restorative practices will be conducted over the course of the year. <p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) Implementation of SEL standards across the curriculum in all grade levels (Second Step) taught by teachers in addition to SEL supports provided by counselor <p>Tags:Balanced Assessment and Grading</p> |
|--|---|

Strategy 2

| | |
|-------------------|--|
| If we do... | implement data driven cycles of learning lead by the ILT that ensures the delivery of a balanced and rigorous framework with an emphasis on differentiated small group instruction, standard- aligned tasks, and assessments |
| Then we see... | increased teacher capacity and collaboration to ensure all students academic needs are met. Students will increase their growth mindset in order to persevere while engaging in rigorous instructional practices |
| which leads to... | an increase in student engagement, an increase in our yearly attendance percentage, and 64% of DL students meeting or exceeding their NWEA growth percentiles in Reading. |

| | |
|--------------------|---|
| Budget Description | Professional Development Consultants/vendors |
| Tags | Curriculum, Arts Education: Mission Driven, Distributed Leadership (F/PA #1), Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Equity: Targeted Universalism, FACE2: Parent Engagement, Personalized Learning: Tailored Learning/Differentiation |
| Action steps | <ul style="list-style-type: none"> <p>• (Not started) Build capacity of teacher teams to lead cycles of learning and problem solving focused on student data and student work. The ILT team will use appropriate meeting protocols to establish norms and address the action items. The ILT will use google calendar reminders, Google Classroom, emails, and as forms of communication.</p> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction</p> <p>• (Not started) Professional Development will be provided to teachers during the first week of school to enable them to effectively analyze performance data and utilize it to inform instructional strategies.</p> <p>Tags:Instruction, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems</p> <p>• (Not started) Grade level teams will meeting bi-weekly to analyze results and send the monthly reports to administration regarding progress and new initiatives. The ILT will analyze EOY NWEA and TRC data to determine which resources were beneficial and whether new resources are needed.</p> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System</p> <p>• (Not started) On a monthly basis, the ILT will use classroom walk-throughs and observations to assess the implementation of school provided professional development to identify future areas of targeted PD.</p> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement</p> <p>• (Not started) Every five-weeks grade level teams will utilize assessment data to revise, re-mediate deficiencies, and re-teach standards of focus.After each testing window, teachers will conduct student goal review to inform students of progress made towards achieving their EOY target.</p> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Assessment: Fair, Accurate and Consistent Grading Systems</p> |

Strategy 3

| | |
|--------------------|--|
| If we do... | Implement an MTSS approach to attendance supports such as develop an attendance data tracking system and integrate data with attendance team members |
| Then we see... | universal supports, targeted resources, and partnerships that provide interventions that meet the unique needs of students who are chronically absent/truant or at risk |
| which leads to... | increase in attendance rates from 93% to 95.3% by EOY SY22 |
| Budget Description | Additional funds were allocated for Attendance incentives and trips Funds will b e used for extended day to be proactive with attendance challenges |
| Tags | Equity: Targeted Universalism, MTSS: Problem Solving Process, OSSE: Attendance & Truancy |
| Action steps | <ul style="list-style-type: none"> • (Not started) Inform staff of expectations and upcoming events within the school using Google Calendar to be updated on a weekly basis and as early as the information is available Tags:OSSE: Attendance & Truancy • (Not started) Plan quarterly family night events and communicate via monthly newsletter to be sent out at the 1st of the month to all stakeholders Tags:OSSE: Attendance & Truancy • (Not started) Incentives planned and communicated at least a month in advance (min. of two weeks) including participation of all classes Tags:OSSE: Attendance & Truancy • (Not started) Back to school night with emphasis on attendance communicating attendance expectations to parents Tags:OSSE: Attendance & Truancy • (Not started) Quarterly workshops for students and parents on various topics with vendors (Parent learning and informational) Tags:OSSE: Attendance & Truancy • (Not started) Use various forms of media to communicate expectations such as flyers, robocalls, newsletters, website, facebook, and instagram page Tags:OSSE: Attendance & Truancy • (Not started) Teachers representative from each grade band on the team in addition to support staff |

| | |
|--|--|
| | <p>Tags:OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> • (Not started) Communicate the necessity of attendance and engagement everyday in order to succeed. <p>Tags:OSSE: Attendance & Truancy</p> |
|--|--|

Action Plan

Strategy 1

Establishment of the MTSS committee, solidifying function and purpose with representation of each grade band. (Role & Responsibilities, Expectations, Communications)

Sep 08, 2020 to Jun 18, 2021 - MTSS coordinator, AP

MTSS coordinator and tutors will provide additional instruction outside the reading and/math block for Tier 2 and Tier 3 students. Teachers and coordinator will update the data on the MTSS tool which will include students' Tiers for reading and math, goals, and intervention with a start and end date

Sep 08, 2020 to Jun 18, 2021 - MTSS coordinator, Counselor, AP

MTSS team will progress monitor students identified on their MTSS goals and update the MTSS monitoring tool. MTSS team will meet bi-weekly to review data on students and determine next steps for additional assistance. MTSS will monitor all progress monitoring such as sight words, Dibels, TRC, Wilson Reading, and Interim assessments.

Sep 08, 2020 to Jun 18, 2021 - MTSS coordinator

Teachers will create five week assessments according to the interim assessment calendar that will be reviewed prior to the implementation of the unit. Every five-weeks grade level teams will utilize assessment data to revise, re-mediate deficiencies, and re-teach standards of focus.

- Administration and teachers

Regular on-track and BAG report data protocol with the focus on DL students with NWEA goal setting will be completed for each student in math and reading and reviewed after each testing window to hold students accountable for their mastery level and set goals around improving attainment level.

Sep 08, 2020 to Jan 30, 2021 - MTSS Team, teachers, interventionist

Professional development around instructional strategies/curriculum to support student with disabilities (e.g. Wit and Wisdom, Wilson, etc. in addition to trauma informed and restorative practices will be conducted over the course of the year.

Sep 08, 2020 to Jun 24, 2022 - Administration, Teachers

Implementation of SEL standards across the curriculum in all grade levels (Second Step) taught by teachers in addition to SEL supports provided by counselor

Sep 08, 2020 to Jun 24, 2022 - Dan of Culture and Climate

Strategy 2

Build capacity of teacher teams to lead cycles of learning and problem solving focused on student data and student work. The ILT team will use appropriate meeting protocols to establish norms and address the action items. The ILT will use google calendar reminders, Google Classroom, emails, and as forms of communication.

Sep 08, 2020 to Jun 18, 2021 - Administration, ILT

Professional Development will be provided to teachers during the first week of school to enable them to effectively analyze performance data and utilize it to inform instructional strategies.

Sep 08, 2020 to Jun 18, 2021 - Administration, ILT

Grade level teams will meeting bi-weekly to analyze results and send the monthly reports to administration regarding progress and new initiatives. The ILT will analyze EOY NWEA and TRC data to determine which resources were beneficial and whether new resources are needed.

Sep 08, 2020 to Jun 18, 2021 - Administration, ILT

On a monthly basis, the ILT will use classroom walk-throughs and observations to assess the implementation of school provided professional development to identify future areas of targeted PD.

Sep 08, 2020 to Jun 18, 2021 - Administration, ILT

Every five-weeks grade level teams will utilize assessment data to revise, re-mediate deficiencies, and re-teach standards of focus. After each testing window, teachers will conduct student goal review to inform students of progress made towards achieving their EOY target.

Sep 08, 2020 to Jun 18, 2021 - Administration, ILT

Strategy 3

Inform staff of expectations and upcoming events within the school using Google Calendar to be updated on a weekly basis and as early as the information is available

Sep 08, 2020 to Jun 18, 2021 - Administration, attendance team

Plan quarterly family night events and communicate via monthly newsletter to be sent out at the 1st of the month to all stakeholders

Sep 08, 2020 to Jun 18, 2021 - Administration, attendance team

Incentives planned and communicated at least a month in advance (min. of two weeks) including participation of all classes

Sep 08, 2020 to Jun 18, 2021 - Administration, attendance team

Back to school night with emphasis on attendance communicating attendance expectations to parents

Sep 07, 2020 to Jun 18, 2021 - Administration, attendance team

Quarterly workshops for students and parents on various topics with vendors (Parent learning and informational)

Sep 08, 2020 to Jun 18, 2021 - Administration, attendance team

Use various forms of media to communicate expectations such as flyers, robocalls, newsletters, website, facebook, and instagram page

Sep 08, 2020 to Jun 18, 2021 - Administration, attendance team

Teachers representative from each grade band on the team in addition to support staff

Sep 08, 2020 to Jun 18, 2021 - Administration, attendance team

Communicate the necessity of attendance and engagement everyday in order to succeed.

Sep 09, 2019 to Jun 18, 2020 - Administration, attendance team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

NWEA will be used to check on student achievement standards and to set goals. SQRP will be used as a focal point for overall school improvement.

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

All PAC meetings will be posted and sent home with students through the Lawndale school newsletter. Parents will also have the opportunity to leave concerns and suggestions for school improvements and academic concerns. These items will be communicated in advance for parent attendance and input.

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.

There will be an open house at the beginning of the year addressing academic measures and assessment criteria for the year. A thorough review of NWEA, promotion, current curriculum and expectations will be given to all parents and signed off both by teachers, parents, and administration. Throughout the year there will be benchmark grade parent meetings charting their progress and outlining district promotion policies. Teachers will go through goal setting sheets with students and information will be shared during parent nights and report card pick up.

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).

Utilize workshops centered on parent survey areas of need and education in order to help students achieve academic success and growth

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

Utilize workshops centered on parent survey areas of need and education in order to help students achieve academic success and growth

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.

Utilize workshops centered on parent survey areas of need and education in order to help students achieve academic success and growth

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

Head Start programs will be invited to all literacy nights, math nights, and science nights. Resources will be provided to preschool parents to encourage their participation in programs and school activities. Preschool parents will receive the same communication and involvement measures as the entire school.

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.

Utilize workshops centered on parent survey areas of need and education in order to help students achieve academic success and growth

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.

Utilize workshops centered on parent survey areas of need and education in order to help students achieve academic success and growth

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.

Assemblies

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.

Utilize workshops centered on parent survey areas of need and education in order to help students achieve academic success and growth

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

NWEA will be used to check on student achievement standards and to set goals. SQRP will be used as a focal point for overall school improvement

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

All PAC meetings will be posted and sent home with students through the Lawndale school newsletter. Parents will also have the opportunity to leave concerns and suggestions for school improvements and academic concerns. These items will be communicated in advance for parent attendance and input.

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.

There will be an open house at the beginning of the year addressing academic measures and assessment criteria for the year. A thorough review of NWEA, promotion, current curriculum and expectations will be given to all parents and signed off both by teachers, parents, and administration. Throughout the year there will be benchmark grade parent meetings charting their progress and outlining district promotion policies. Teachers will go through goal setting sheets with students and information will be shared during parent nights and report card pick up.

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.

Parent voice is important. Parents will be given surveys at each meeting and each time they enter the building. The feedback will be read and included in daily activities for students. Students will be encouraged to leave feedback and comments in the main office. Additionally, all parent feedback will be communicated at LSC and PAC meetings will be addressed and considered.

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.

All students will have assessment folders and goal sheets. Assessment folders and goals sheets will be distributed to parents at report card pick up and at parent night. There will be a signature requirement for parents, students, teachers, and administration attesting to the receipt of the assessment data, the understanding of the information, and that it was explained.

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.

Each teacher's and paraprofessional credentials will be pulled from ISBE to ensure alignment to subject taught and NCLB. This information along with the Right to Ask notification will be communicated to parents via home letter and a parent meeting held to answer any questions or concerns.

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.

There will be an open house at the beginning of the year addressing academic measures and assessment criteria for the year. A thorough review of NWEA, promotion, and expectations will be given to all parents and signed off both by teachers, parents, and administration. Throughout the year there will be benchmark grade parent meetings charting their progress and outlining district promotion policies. Teachers will go through goal setting sheets with students and information will be shared during parent nights and report card pick up. There will be literacy night, math night, and science night quarterly for all parents and students. Teachers will go through goal setting sheets with students and information will be shared during parent nights and report card pick up. Parent curriculum and home support workshops will be provided as well as an open house a training for parent portal. Pin numbers will also be available for parents.

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.

LSC and PAC members will work with parents to encourage parent participation with their children. The parent room 116 will be set up to encourage parents to use the computer and technology. The parent room will have a message and announcement board to keep parents informed of training, materials and resources in the school and community to enhance awareness. Parents will be provided with student user names and pin numbers to participate in online home activities designed to improve student levels on assessments given. At home usage of Raz Kids and IXL will be available for home usage for parents and students. Along with five week district progress reports, parents will receive 3 week progress reports developed by the school. In those reports a plan for student success will be available for students. Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early

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.

Parent teams will be developed and used to build ties with parents and school personnel. There will be parent meetings monthly in addition to LSC and PAC meetings. Parent meetings will be used to create consistent communication and parent involvement to build ties between parents and the school. Parent resource room will be available for parent participation and additional resources.

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.

Head Start programs will be invited to all literacy nights, math nights, and science nights. Resources will be provided to preschool parents to encourage their participation in programs and school activities. Preschool parents will receive the same communication and involvement measures as the entire school.

Policy Implementation Activities

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

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

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

<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>

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

Lawndale Community Academy works collaboratively with all stakeholders to create a holistic, community focused and child centered school environment. We strive to create life-long learners that are empowered to develop the academic and social capacity to excel in college and career, as well as to make positive contributions in their community.

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.)

Parent teacher conferences held for the year are as scheduled: . There will be quarterly parent meetings held by the school and parents will receive timely notification. Parents are encouraged to schedule conferences with teachers each morning before 8:45 or after school. Teachers have the option of meeting with a parent during prep time. There will be monthly 8th grade parent meetings to go over fees, activities, and graduation. There will also be chronically absent meeting with parents and teachers to discuss attendance improvement and its affects on grades. A plan for recovery will be discussed.

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.

Progress reports are scheduled from CPS calendar Report distribution Lawndale will send biweekly progress reports notifying parents of student progress. Teachers will be responsible for a weekly contact log where they must contact at least 5 parents a week based on attendance, behavior and academics.

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

Parent teacher conferences held for the year are as scheduled: . There will be quarterly parent meetings held by the school and parents will receive timely notification. Parents are encouraged to schedule conferences with teachers each morning before 8:45 or after school. Teachers have the option of meeting with a parent during prep time. There will be monthly 8th grade parent meetings to go over fees, activities, and graduation. There will also be chronically absent meeting with parents and teachers to discuss attendance improvement and its affects on grades. A plan for recovery will be discussed.

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

Progress reports are scheduled from CPS calendar Report distribution Lawndale will send biweekly progress reports notifying parents of student progress. Teachers will be responsible for a weekly contact log where they must contact at least 5 parents a week based on attendance, behavior and academics.

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

Parents will be provided with teacher contact through the school website where there will access to direct communication with the teacher . Staff is available each day before and after school. Parents may also consult with staff during their prep periods. Teachers will send home monthly newsletter alerting parent of academic concerns and units. Teachers will be responsible for a weekly contact log where they must contact at least 5 parents a week based on attendance and academics.

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

All parents will be given the CPS site for volunteering. Parents are asked to participate daily in head start rooms to assist with breakfast and lunch. Parents are free to volunteer with all school events and activities with CPS and administrative approval. Chaperons will be encouraged for trips and extracurricular as well.

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

Parents will be included on attendance incentives. Parents will receive acknowledgment and raffled prizes for their students coming to school. There will be monthly attendance meetings encouraging parents to attend with gift certificates and outside speakers. Parents will be given students Parent Portal information to enroll to check student grades daily.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will have daily shout outs for classrooms with 96% or better attendance, classrooms with the highest weekly attendance will receive a prize and the classroom with the best attendance for the month will receive an administrative prize from a party to an additional prep. Classroom percentages will be posted throughout the school as well as winning classroom pictures. Students will get T- Shirts for being part of the 100% attendance club quarterly.

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.

Utilize workshops centered on parent survey areas of need and education in order to help students achieve academic success and growth

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. | \$767.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$768.00 |
| 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 |