

# James Russell Lowell Elementary School 2020-2022 plan summary

## Team

| Name               | Role                            | Email                          | Access     |
|--------------------|---------------------------------|--------------------------------|------------|
| Gladys Rivera      | Principal                       | gbrivera@cps.edu               | Has access |
| Sally Schwab       | ILT Facilitator - Teacher - LSC | sjschwab@cps.edu               | Has access |
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## Team Meetings

| Date       | Participants                               | Topic   |
|------------|--|---|
| 01/27/2020 | Gladys B. Rivera, ILT                      | Select Team                                   |
| 02/10/2020 | Sally Schwab                               | Update Team members                           |
| 02/11/2020 | Sally Schwab, Gladys Rivera, Ana Rodriguez | Schedule for completing CIWP                  |
| 02/21/2020 | ILT  | SEF - Framework priorities                    |
| 02/28/2020 | ILT  | Action Steps /Priorities                      |
| 04/23/2020 | ILT  | Priorities (new schedule) Root Causes updates |

| Date       | Participants      | Topic         |
|------------|-------------------|---------------|
| 05/08/2020 | ILT Schwab/Rivera | Family/budget |

## 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

- 4 - Leadership for Continuous Improvement
  - 4 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
  - 4 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** The principal works with teachers to implement a clear and strategic vision for school success throughout the school year. The school vision takes into account the unique demographics of our student population which includes: 79.1% Hispanic, 18.5% Black, 1.9% White and Statistics as follows: 95.5 % low income, 28.8 Diverse Learners, 31.8% Limited English, 19.3% Mobility Rate. Lowell has achieved Level 1 status by focusing on improving student outcomes through raising attendance rates, attainment and growth levels, and increasing professional development. These expectations are shared formally during beginning of school year Professional Development Days whereby the principal reviews the 5 Essentials Survey results with the entire staff. The Lowell vision of success is reiterated throughout the school year by principal and ILT members. The On Track report, Attendance report, Progress Monitoring, and NWEA results are shared and discussed in formal settings at ILT and Grade level meetings and more informally at teacher team meetings. Teachers have responded to the data by creating attendance and homework incentives like prizes, parties, dances, and other special events, and tutoring in after school programs in order

to increase student outcomes. The ancillary staff created and maintains a Monthly Attendance Bulletin Board, designed to motivate students to attend class by listing those students with perfect attendance, in a high traffic area near the Lunchrooms. We have an attendance committee that implements school wide incentives such as dances, ice cream parties, movies, and out of uniform days. Teachers are inspired into a culture of collective responsibility for the success of all students rather than being solely vested in their own class's results as they continually review how the entire school performs by reviewing data presented to them at Grade Level and Teacher Team meetings. This review process also provides them with the data they need to plan vertically as well as follow up on their students' longitudinal progress. The principal also empowers her staff to influence decision making at Lowell. The principal capitalizes on the leadership skills of others as she selects teachers based on their expertise or attendance at professional development to present on those topics at grade level meetings. The principal and Lowell staff have created and sustained a coherent instructional program for its learning community by following the CCSS, NGSS, STEM, SEL, and ELD initiatives, with learning goals based on the input of teachers, network specialists, and CPS initiatives. Principal has been awarded the CPS Principal Achievement Award for significant student academic growth in reading and math. The data over the past Reading Score Growth: 2012 - 79%, 2013 - 83%, 2014 - 86%, 2015 - 60%, 2016 - 56%. Effective Leaders - Neutral Collaborative Teachers - Strong NWEA Growth for all Students - 61.9% met or exceeded National Average Growth Norms. Reading 86th percentile Math 72nd percentile MAP Attainment Indicators Reading 3-8 - 39th percentile Math 3-8 - 33rd percentile Reading Grade 2 - 12th percentile Math Grade 2 - 14th percentile

- 3 - Structure for Continuous Improvement
  - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
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but adheres to the required minutes. Teachers are encouraged to design their literacy and math blocks using the CPS Pacing Guides. Some K-2 teachers attended the Summer Institute breakout session on how to plan their literacy block in accordance with the pacing guides. Common Preps across grade bands are scheduled so that teachers may meet to plan lessons on a weekly basis. Grade bands chose a facilitator and secretary to record minutes for their weekly meetings. The Administration, LSC, and ILT have worked to align the CIWP priorities and budget analysis with the mission and overall vision of the school. Administration monitors the school clerk as she completes purchase orders. Some teachers write grants from a variety of outside agencies, including local museums, parks, federal government, and various charitable foundations to enhance their instructional program. This extra financial support provides funds for field trips, professional development, health initiatives, conservation, recycling, and science programs among others. Lowell continually looks to community agencies to provide support outside the normal day. Students in grades two and three work with the Sit Stay Read Program in which dogs are utilized to incentivize students to improve literacy skills. We receive financial support from small businesses in the community such as the MCDonald's Fund raisers for our Music and Band program. Our Music Director also holds community concerts throughout the year to raise funds for its Nationally recognized band and choir. Lowell School uses school wide funds to provide resources to classroom teachers that is aligned with the CCSS and is rigorous. For example the school purchased supplemental Studies Weekly program aligned with the CCSS, NGSS, STEM, and SEL initiatives to enhance the home school connection in Social Studies, Science, and Math across grade levels. All materials are evaluated by the ILT and at teacher team meetings for effectiveness. All teachers hired were rated either Distinguished or Proficient by their former administrators. All Lowell teachers are leaders in their field, some are given opportunities to assist with leadership duties as needed. 100% of Lowell teachers are Highly Qualified in their fields. Principal highly encourages teachers to pursue higher education and continually mentors her teachers to become successful leaders. Related Service Providers effectively meets student goals as stated on their respective IEPs. Lowell provides hearing and vision testing each year to identify student needs for glasses or hearing aides. The asthma van schedules regular visits to provide education, resources, and assistance to students and their families. This results in less school days missed due to asthma attacks. Students who have not met the required immunizations will visit a local health clinic with parent permission to ensure medical compliance. Lowell partners with Columbia College to provide after school programming in Arts, Dance, and Dramatic Arts. Lowell also houses and partners with a Community Outreach program called The Block Club Federation that provides students with coats in the winter, jobs and internships during the summer, and helps parents connect with additional agencies for assistance. We also partner with Urban Initiatives to provide healthy physical recess activities. Effective Leaders - Neutral Collaborative Teachers - Strong\_\_\_\_\_

## **Depth and Breadth of Student Learning and Quality Teaching**

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning

- 4 Curriculum is aligned to expectations of the standards
- 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** Lowell adheres to the CPS Content Frameworks and Pacing Guides. Teachers plan instruction in accordance with the CCSS, WIDA, NGSS, STEM, and SEL as we continue to ensure alignment of scope and text and task complexity by using researched based instructional programs to increase our student outcomes in attainment and growth. The teachers collaborate at grade level and grade band (horizontal and vertical) to create curriculum maps which follow scope and sequence guidelines for all subjects. Teacher Teams meet with administration to examine formative data so they can drive their instruction in accordance with those results. In K -2 the literacy focus is on phonemic awareness, phonics, word work, writing, and reading. These foci ensure that the overall learning experience is language and content rich and each student develops a strong academic foundation. We incorporate the following common core based programs in the K - 2 classrooms: Heggerty for Phonemic Awareness, Sing Spell Read Write for phonics, Ready Common Core Reading for Literacy, Reading Street Core Program which includes Thematic Units, Lucy Caulkins Writing Workshop, the F & P Guided Reading Program, and the Network Sight Word Development guidelines. Kindergarten is also implementing Reading in Motion for phonemic awareness and phonics. The intermediate and middle schools continue to build upon the strong foundations our primary students have developed by continuing the F & P Guided Reading program along with MyPerspectives thematic units that embed Social Studies and Science. Scholastic Magazine is being used to supplement Science, Socials Studies, Literacy, and Math. Our Math program is Go Math for K-8 Our science curriculums are aligned with the NGSS and STEM and includes Foss, STC (Carolina), InSciedOut, and Interactive Science. We supplement with Scarce, First Books, Science Weekly, Scholastic Super Science, Dynamite Math, Science World, and warehouse requisitioning as necessary. Our Social Emotional Program includes Calm Classroom and monthly SEL themes, with teachers completing projects within and across grade level bands. We also have school wide activities including three assemblies each year based on SEL themes. All Teachers turn in lesson plans weekly on Thursdays. The lesson plans include topics, lesson and "Big Ideas", objectives and standards, vocabulary, introduction, learning activities, materials including technology, closure, and formal and informal assessments, The first and second grades work with the Sit Stay Read Program which provides Literacy tutoring. Our school is partnered with the Columbia College which provides students in Grades 1-8 with Fine Arts programming. Many teachers use curriculum and programming that provide field based learning experiences in conjunction with a variety of museums and parks such as the Field Museum, Museum of Science and Industry, Shedd Aquarium, Adler Planetarium, Lincoln Park Zoo, Children's Museum, Art Institute, and Chicago Park District. SQRP Attainment and Growth NWEA Growth for all Students - 61.9% met or exceeded National Average Growth Norms. Reading 86th percentile Math 72nd percentile MAP Attainment Indicators Reading 3-8 - 39th percentile Math 3-8 - 33rd percentile Reading Grade 2 - 12th percentile Math Grade 2 - 14th percentile Ambitious Instruction - Strong Effective Leaders - Neutral Collaborative Teachers - Strong
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)

- 3 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Instructional materials used at Lowell are aligned to curricular plans, expectations of the standards and Domain 1 and adhere to the CCSS, NGSS, STEM, and SEL. Teachers have a varied and flexible curriculum to work with and they select those materials necessary to address learning objectives and learner needs. Teachers use planning periods to create lesson plans which include the resources available and address individual student learning styles and diverse learners. We have a resource room containing a wide variety of instructional materials: Leveled Books including a large selection of fiction and nonfiction sets, Learning Kits, Manipulatives for learning letters and phonics, Book Sets for every grade level, Games, Listening Center Activities, Readers Theater, and a large selection of learning games for every subject. We also have a Math and Science room which houses manipulatives for Math and Science Kits. We use these instructional materials to provide access for all students through center based learning activities and leveled instruction. All Students in K - 8 have computer instruction in the lab once a week. Additional technology time is provided in the classroom using a technology cart with Tablets for each child including personal earbuds. Online programs in place include: Reading Eggs, Reading A to Z - Raz Kids, Prodigy Math, and Achieve 3000. These online programs provide opportunities for differentiated and help scaffold learning. The students use these programs over a period of years and progress through the levels as they practice and master skills. All students have access to a wide variety of learning sites through our school website: research based learning, typing skills, Online Dictionaries and Encyclopedias, a variety of search engines, Google Education, CPS Homework Help and many others. Our Technology Instructor also teaches keyboard/typing, excel, and word processing so students can produce high quality research and writing documents. Each classroom has an Elmo document reader, projector, and laptop. The intermediate and middle school teachers have access to a Promethean board. Teachers use a variety of technologies including internet search engines, YouTube and other streaming services, and video to supplement instruction within their classrooms. For example, teachers use videos embedded in their lesson plans to teach counting skills, Art history, Facing History among others. Teachers in all classrooms supplement with multimedia resources to expose students to current events. Teachers provide instruction on how materials are to be used to acquire new skills and expand their higher order thinking skills. They continually respond to student needs by repeated modeling the appropriate use of these materials. SQRP Attainment and Growth NWEA Growth for all Students - 61.9% met or exceeded National Average Growth Norms. Reading 86th percentile Math 72nd percentile MAP Attainment Indicators Reading 3-8 - 39th percentile Math 3-8 - 33rd percentile Reading Grade 2 - 12th percentile Math Grade 2 - 14th percentile Ambitious Instruction - Strong Supportive Environment - Strong
- 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
- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 4 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Lowell teachers follow district centralized assessments (Reach), CPS balanced assessment guidelines, and follow CPS grading protocols. Teachers at Lowell use multiple measures at multiple points in the year. K-8 students are tested on Reach, DIBELS/MClass and TRC, BAS, ACCESS, PARCC, NWEA, each school year. Teachers in K-2 continually monitor students progress in reading and math by progress monitoring according to a Network 5 set schedule. Progress monitoring and rigorous Interim Assessment aides in the identification of those students who have learning gaps and need reteaching, targeted instruction, and Tier 2 and 3 services. Grades 3-8 use BAS testing for monitoring literacy progress. Teachers also use a variety of assessments to determine individual and whole class needs including observational and common core checklists, and core curriculum assessments. Teachers create unit plans outlining the year's learning objectives and specify assessments to administered in weekly lesson plans. Teachers use the CPS Gradebook and data binders to keep accurate assessment data on each student. Each classroom also has a data wall providing evidence of assessment data. Teachers consistently develop assessments using the CCSS, NGSS, STEM, and SEL as guidelines. Our school follows all district mandated testing and grading policies. Music Teacher to attend PD on Assessment to inform instruction. SQRP Attainment and Growth NWEA Growth for all Students - 61.9% met or exceeded National Average Growth Norms. Reading 86th percentile Math 72nd percentile MAP Attainment Indicators Reading 3-8 - 39th percentile Math 3-8 - 33rd percentile Reading Grade 2 - 12th percentile Math Grade 2 - 14th percentile Ambitious Instruction - Strong
- 3 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** All teachers at Lowell follow the MTSS protocol. In grades K-2 teachers use the MClass progress monitoring in addition to classroom assessment to determine appropriate interventions. The 3 - 8 teachers review BAS progress monitoring data and classroom assessments to determine students needs and supports. Teachers also instruct students on how to set and manage learning goals by showing them their personalized (ie graphed) test level results in math and literacy and discussing growth expectations with them. There are scheduled dates for turning in any MTSS folders for necessary review by the MTSS committee. Teachers develop student learning plans and goals for achievement. The ILT reviews the On Track reports monthly and reports to the Teacher Teams so supports can be implemented as soon as possible for students at risk. SQRP Attainment and Growth NWEA Growth for all Students - 61.9% met or exceeded National Average Growth Norms. Reading 86th percentile Math 72nd percentile MAP Attainment Indicators Reading 3-8 - 39th percentile Math 3-8 - 33rd percentile Reading Grade 2 - 12th percentile Math Grade 2 - 14th percentile Attendance Rates - 94% Course Success Rates - On Track
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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:** Lowell has structures and processes in place to ensure successful transitioning from grade to grade and school to school. Students arriving from our preschool programs are invited into the Kindergarten classrooms with their parents in June to meet with the teachers, partake in a mini lesson, and learn about our general programs. We encourage all parents of preschool students to register early and have them ready to attend the first day of school to and set the stage for a success academic future. K-8 students have a Meet and Greet with the teachers they will have the following year during the last week of school. During this Meet & Greet, teachers discuss expectations and provide them with a summer packet which is designed to keep their skills sharp and minimize learning loss over the summer. Students who arrive during the middle of the year are made to feel welcomed. If any services or resources are necessary, our School Counselor will respond immediately. Students are assessed as soon as possible by their homeroom teachers so they can address any learning deficits and/or

minimize instructional disruptions. Lowell exposes students early to academic and professional worlds beyond K-12. Students participate in the Columbia Fine Arts Program with an emphasis on creative professions such as dance, music, drama, and art. We also have a nationally recognized band and choir. We work with Jr. Achievement every year to expose students to the business world and its plethora of careers and opportunities. Through the many field trips teacher sponsor, students are exposed to a variety of professional careers. Lowell teachers from K-8 include regular discourse on the requirements any given career with age appropriate goal setting advice. High School Bulletin Boards are set up throughout the building for all students to see the importance of high school and college readiness. The counselor emphasizes the importance of early preparedness for high school, college, and career readiness by explaining high school applications and guidelines. He informs middle school students of the qualifications for applying to schools of excellence, ie strong college preparation. He works with middle school teachers to ensure their students' progress is being monitored. Teachers and Learning Behavior Specialists assist middle school students in completing all aspects of their high school applications including: essays, transcripts, questions, and final review. Our Counselor and 8th grade teachers visit High School fairs with their students in October. They encourage students to attend additional fairs by providing flyers with fair information. Teachers also encourage parental involvement so that they may guide them as well. We provide advanced 8th grade algebra instruction and student tutoring and academic after school. We expose students to a range of career paths through socially embedded curriculum. Our cluster program teaches daily life skills through weekly field trips in the community and specialized instruction. Student Council has 13 students and 4 mentors.

## Quality and Character of School Life

- 2 - 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:** Based on the results from the My Voice My School Survey, Lowell students feel highly respected by their peers and teachers. Students feel a high level of respect from their teachers. Conversations of caring and nurturing are evident throughout the school building. Students feel comfortable approaching administration with concerns and needs as they arise. Teachers in 4th, 5th and Kindergarten are implementing the Growth Mindset strategies within their academic and social emotional curricula. Teachers and students work as learning partners to create academic goals quarterly. Students make Lexile goals based upon current reading levels. These goals lead to college and career readiness. Collaborative Teachers - Strong Supportive Environment - Strong
- 2 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)

- 3 Authentically interact with community and civic leaders
- 3 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 2 Experience a schoolwide civics culture
- **Evidence:** We provide before and after school academic support. An accelerated math program is in place after school to provide enrichment for gifted and highly achieving students. We also have the Columbia Fine Arts program, gym, music, and Student Council. Columbia Fine Arts After School Program had 101 students served for a period of 30 days or more. The Summer Columbia College program has 46 students. The instructor for the after school music program has attended professional development on incorporating Social Emotional Learning into music programming. Our physical education instructor has attended professional development on SEL and incorporates this into his instructional program. Liberation through the Arts was implemented, which provided Basketball coaching instilling teamwork, discipline, consistency, and physical fitness. There was also a bike club which provided mentoring, tutoring and life & business skills. 25 students are in the Bilingual After School Program. 2 Teachers mentor our Student Council. 10 middle school students are representatives. Mayor's' Mentoring Initiative was implemented which funded coaching for Basketball instilling teamwork, discipline, consistency, and physical fitness. We also have a bike club which provided mentoring, tutoring and life & business skills. Girls on the Run is being implemented for the Middle School girls. This program provides girls physical and emotional growth. Supportive Environment - Srtong
- 2 - Physical and Emotional Safety
  - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 1 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:** Based on evidence from the My Voice My School survey, our students feel safe inside the school building. Our security team follows CPS Safety and Security protocols. We have an alarm system, metal detectors, wands if necessary, and security cameras. There is a Security Guard at the main entrance. All visitors must sign in and out at the Security Desk and report to the main office of a visitor's pass. All doors are locked during the school day and are open only during entrance and dismissal times. Students use a pass and the buddy system when leaving the classroom. Staff and Security are posted in lunchrooms during lunch to ensure students have a safe and healthy lunch break. If there is an occurrence, staff fills out the appropriate forms: incident, accident, discipline reports or calls 911/DCFS. Administration, Security and the school counselor meet with students as necessary to dialog regarding safety or bullying situations. School uses Peace Circle, Peer Jury, and check in and check out systems as Restorative Practices. Staff provides expectations of behaviors during the first week of school with student created posters and classroom community projects. Expectations are reiterated throughout the school year in a variety of ways. We have SEL curriculum embedded in the Social Studies curriculum and which is evident in teacher lesson plans. Monthly SEL themes are taught and modeled by teachers. Most teachers post evidence on classroom bulletin boards. The principal monitors

teachers practices as part of Domains 2a, 2c, and 2d. The majority of teachers are rated proficient or distinguished in these domain sections. SEL and Character Education posters are up throughout the school as a daily reminder to all students of school expectations. Students are supported by ALL school staff. Social Worker is full time and always available for students in crisis or need. School Safety was Neutral Quality of Facilities was Very Strong Supportive Environment

- 2 - Supportive and Equitable Approaches to Discipline
  - 3 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:** Lowell has a variety of policies and procedures that emphasize proactive, and restorative approaches minimizing punitive consequences. Teachers initiate creating a classroom community in the beginning of the school year. Teacher sets up a system of rewards to encourage positive behaviors such as extra computer time, Fun Fridays, free choice centers, book giveaways, small rewards, notes home, dances, and ice cream social. The middle school teachers use the curriculum Facing History to guide students and instill positive behaviors. They also address cyberbullying and present units on toleration of LGBT rights through the use of guest speakers. Lowell uses the SEL monthly themes of respect, responsibility, courtesy, honesty, courage, wisdom, fairness, social justice, family, and to create peaceful behaviors. Each month has a theme and teachers use it to increase positive behaviors. Bulletin board outside of each teacher's room reflect the project they have selected for the monthly theme. Teachers often partner with another grade level during activities such as an art project on Martin Luther King, cleaning up the Lowell Community Garden, Christmas Cards for Soldiers, and two peace themed assemblies each year. Teachers will send families notice of positive behaviors home by newsletters, email, phone calls, or at dismissal. The Lowell community has a designated teacher SEL and MTSS Liaison to work with when positive reinforcements do not work. Administration oversees, meets, and plans with the Liaisons to monitor progress. Security provides a vital role, providing teachers with extra support if a student does not respond to positive reinforcements. Security and Middle School Staff hold detention with homework help or community service whereby students chose either. Security meets students and parents on a daily basis as necessary to discuss behavioral, safety, or security concerns and issues. Peer Jury, peace circle and SEL are all embedded into our school Safety Plan. The student council also monitors and brings recommendations to the LSC. All Lowell staff will work to implement a Trauma-Sensitive School during the 2017 - 2018 school year. Staff will also begin implementing and utilizing the CHAMPS program and Calm Classroom. We will begin to implement the Harmony program for SEL. This is an innovative social and emotional learning program that integrates literacy as the vehicle for strengthening character strengths. Supportive Environment is rated Very Strong with a parent response rate of 72%. Of that 72%, 68% of parents completely feel students feel like they are part of a community. 74% of parents completely feel students feel accepted and welcomed. 65% of parents completely feel students social and emotional needs are met. 44% of parents completely feel bully is not a problem while 26% feel bully is mostly not a problem.
- 3 - Family & Community Engagement

- 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Administration hires seasonal part time parent employees who assist with Recess/Lunch. They also assist teachers by tutoring our high numbers of Diverse learners and ELL students, We have an eight member Parent Patrol Safety Unit operating in partnership with our Police Department. All have been trained to assist with supervision outside the school in the morning and afternoon as well as assisting the crossing guards. Our NCLB/BAC parents are also part of the Parent Patrol Safety Unit. Our Local School Council members consistently oversee our day to day operations and provide feedback and support as necessary. Bi monthly meetings are held and planned by our security officer and attendance clerk. Our Bilingual Lead teacher plans and coordinates the BAC meetings for our bilingual families. Lowell is currently opening up a office/room to welcome our parents into our school community. Teachers prepare monthly newsletters to inform parents of current events, meeting dates and classroom activities. This also assists parents in holding their children accountable for their learning. Teachers maintain a parent collaboration log taking anecdotal on frequent phone calls home. Administration collects these frequently as part of the Domain 4 evidence. Teachers also set up appointments with parents as needed. Teachers are always available to meet with parents before/after school, open house and Report Card pick up days. The Pre-K program has a home and school component built into their weekly curriculum, which also includes a lending library. This is also evident in the Kindergarten and 1st grade through Educational Field Trips and Special Events. The Home School Connection has always been an important component of our School climate. On the My Voice My School survey the response rate was 72%. 93% of those parents felt completely or mostly welcome when visiting. 93% of those parents felt completely or mostly that the school invites them to special events. 75% of those parents stated they had opportunities to participate in making decisions that affect the whole school community.

## School Excellence Framework Priorities

| Score | Framework dimension and category  | Area of focus |
|-------|---|---------------|
| 2     | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 1             |

| Score | Framework dimension and category  | Area of focus |
|-------|---|---------------|
| 2     | Quality and Character of School Life: Physical and Emotional Safety   | 3             |
| 2     | Quality and Character of School Life: Relational Trust  | 2             |
| 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: Balanced Assessment and Grading                     | 0             |
| 3     | Depth and Breadth of Student Learning and Quality Teaching: Curriculum  | 0             |
| 3     | Depth and Breadth of Student Learning and Quality Teaching: MTSS  | 0             |
| 3     | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | 0             |
| 3     | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement                       | 0             |
| 3     | Quality and Character of School Life: Family & Community Engagement   | 0             |
| 4     | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement                      | 0             |

# Goals

## Areas of critical need and root cause analysis

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

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

|                         |  |
|-------------------------|--|
| Area of Critical Need 1 | Literacy attainment for EL's and African American students |
| Root Cause 1            | Lack of differentiation for students                       |
| Area of Critical Need 1 | Math Attainment for EL's and African American Students     |
| Root Cause 2            | Lack of use of core program across all grade levels        |

|                         |  |
|-------------------------|--|
| Area of Critical Need 3 | Attendance rate                                      |
| Root Cause 3            | High level of STLS students with high mobility rates |

## 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 G2-8 (Math)<br><br>SQRP results are below average.    | EL                                   |                                    | 34.00          | 39.00          |
|   | African American                     |                                    | 35.00          | 40.00          |
| Vision: NWEA Attainment G2-8 (Reading)<br><br>SQRP Results are below average. | African American                     |                                    | 36.00          | 41.00          |
|   | EL                                   |                                    | 45.00          | 50.00          |
| Vision: Attendance Rate<br><br>SQRP results are below average.                | Overall                              |                                    | 95.00          | 97.00          |
|   | African American                     |                                    | 94.00          | 95.00          |
| (Blank)   |                                      |                                    |                |                |
| (Blank)   |                                      |                                    |                |                |

## Required metrics (Elementary) (100% complete)

|  | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|--|------------------|------------------|----------------|----------------|----------------|
| My Voice, My School 5 Essentials Survey Supportive environment |                  |                  |                | 60.00          | 65.00          |

## 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...        | provide teachers with opportunities for professional development,   |
| Then we see...     | teacher practices improving as evidenced by proficient and excellent reach domains  |
| which leads to...  | improvements in student outcomes and attainment levels at 50% and above.  |
| Budget Description |   |
| Tags               | Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction   |
| Action steps       | <ul style="list-style-type: none"> <li>(Not started) Peer collaboration (including observation and time for self reflection) schedule provided by Administration<br/>Tags:CBE: Extended Learning</li> <li>(Not started) Mentoring to struggling and new teachers to share best practices.<br/>Tags:CBE: Supports, Interventions, or Extensions</li> <li>(Not started) Professional Development for teachers in regards to Remote Learning: Google Classroom, Remote Learning, QAR, Depth of Knowledge, Guided Groups, Individualized Instruction, Differentiated Instruction.<br/>Tags:Instruction</li> <li>(Not started) Assessment: Follow network guidelines for developing a school-wide schedule, including interim assessments.<br/>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> <li>(Not started) Provide Lucy Caulkins writing P.D.<br/>Tags:Literacy: Key Practice #3-Frequent Process-based Writing</li> </ul> |

## Strategy 2

|                    |   |
|--------------------|---|
| If we do...        | create a student centered view of education and supportive environment within the entire school   |
| Then we see...     | a shared belief in core values  |
| which leads to...  | a more inclusive and supportive environment.  |
| Budget Description |   |
| Tags               | OSEL: SEL Instruction, Safety & Security  |
| Action steps       | <ul style="list-style-type: none"> <li>(Not started) Provide ongoing professional development for SEL programming, remote SEL instruction,</li> </ul> <p>Tags:OSEL: Supportive School Environment</p> |

**Strategy 3**

|                    |  |
|--------------------|--|
| If we do...        | support the physical and emotional safety of our students  |
| Then we see...     | greater positivity in interactions between students, teachers, administration and entire staff   |
| which leads to...  | improved attendance and academic success.  |
| Budget Description | Increase counseling and social worker interventions.   |
| Tags               | CBE: Supports, Interventions, or Extensions  |
| Action steps       | <ul style="list-style-type: none"> <li>(Not started) All staff to follow physical and emotional guidelines for support.</li> </ul> <p>Tags:Physical and Emotional Safety</p> <ul style="list-style-type: none"> <li>(Not started) Staff to participate in all trainings associated with physical and emotional safety of students, safe schools, calm classroom, recess program, PBIS, Sanford Harmony</li> </ul> <p>Tags:Physical and Emotional Safety</p> <ul style="list-style-type: none"> <li>(Not started) Select a wellness champion team, healthy school campaign.</li> </ul> <p>Tags:Health &amp; PE: Health Education Skill-Based Curriculum</p> |

**Action Plan**

## **Strategy 1**

Not started May 27, 2020

Peer collaboration (including observation and time for self reflection) schedule provided by Administration

Mar 03, 2020 to Mar 03, 2022 - Teachers, Administration

Mentoring to struggling and new teachers to share best practices.

Mar 03, 2020 to Mar 03, 2022 - Administration

Professional Development for teachers in regards to Remote Learning: Google Classroom, Remote Learning, QAR, Depth of Knowledge, Guided Groups, Individualized Instruction, Differentiated Instruction.

Mar 09, 2020 to Jun 10, 2022 - Teachers, Administration

Assessment: Follow network guidelines for developing a school-wide schedule, including interim assessments.

Mar 05, 2020 to Jun 17, 2022 - Teachers, Administration

Provide Lucy Caulkins writing P.D.

Mar 09, 2020 to Jun 10, 2022 - Administration, Teachers

## **Strategy 2**

Not started Mar 06, 2020

Provide ongoing professional development for SEL programming, remote SEL instruction,

Mar 01, 2020 to Mar 01, 2022 - Administration, ILT Teachers, Social Worker, entire staff

## **Strategy 3**

Not started Mar 06, 2020

All staff to follow physical and emotional guidelines for support.

Mar 03, 2020 to Mar 03, 2022 - Teachers, Counselor, Social Worker, Nurses, Administration

Staff to participate in all trainings associated with physical and emotional safety of students, safe schools, calm classroom, recess program, PBIS, Sanford Harmony

Mar 03, 2020 to Jun 10, 2022 - Entire Staff

Select a wellness champion team, healthy school campaign.

Jun 01, 2020 to Jun 03, 2022 - Enrichment 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.**

Follow district mandated testing. Needs of students are based upon mandated and ongoing testing or progress monitoring. MTSS will be implemented for students not making adequate gains.

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

Focus for the 2020 - 2022 CIWP cycle is on improving instruction.

**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.**

Our root cause focal area is addressing attainment for Hispanic and African American students.

**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).**

Focus here is on instruction and improving Relational Trust to help those students who are low achieving.

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

Maintain low turn over for current highly-qualified teachers.

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

Professional development is offered to above parties.

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

Parent meetings and outreach. We will have a committee to plan a family literacy and math day. Our after school programming by Columbia sponsors a parent night. Fine Arts departments sponsors after school events.

**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.**

Preschool hosts parent events and meet and greets at the beginning of the year.

**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.**

Teachers have input deciding academic assessment programs the school will use.

**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.**

Parents are notified via failure notices, teacher conferences, phone calls. Small group differentiated instruction is part of daily instructional plan. Academic after school programming is offered.

**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.**

School follows all mandated programs. School staff is provided ongoing professional development as legally required.

## **ESSA Targeted Assistance Program**

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## **Parent Involvement and Schoolwide Programs**

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

The school and LSC will hold periodic meetings with parents invited to provide input and review. Parents will be notified by flyers home and in teacher newsletter. Parents will also have access to meeting dates via the website.

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

The NCLB Committee will meet during the month of September 2020 and the Title I Organizational Meeting will follow immediately after. Letters home, teacher monthly newsletters will notify parents of specific dates and times.

**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.**

Principal will respond immediately by scheduling a meeting with all parties involved including parents, teachers, social worker, counselor, etc. Any suggestions will be considered and implemented according to the best interest of the child's educational and emotional development. For example, parents have requested programs such as homework help, high school application process. Action steps on our current CIWP includes academic after school and our school counselor providing help with the high school application process.

**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.**

School will provide this information to parents at Report Card Pick Up and or conferences. If tests results are received later than the last report card pick up then reports will be sent home. Failing Students at academic risk or warning will be notified immediately.

**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.**

A formal letter will be sent home if any class is being taught by a teacher who is not "highly qualified" for a least four consecutive weeks. Letters are generated by Chicago Public Schools.

**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.**

Parents will receive this information in a variety of ways. The school will send letters home as necessary. We will hold an open house during the first month of school to provide parents with this information. Teachers will explain the curriculum and academic assessment tools used to measure student progress on a continual basis including at the initial open house, website, monthly newsletters, parent teacher meetings, and conferences.

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

The school holds an open house during the first month of the school year so that teachers may provide parents with this information. Teachers also include information in their newsletters, and invite parents to meet with them to explain methods of improving their child's academic achievement.

**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.**

The school will provide ongoing training on how to involve parents. This involves newsletters, parents volunteering for field trips and special events.

**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.**

Our preschool program includes a variety of programs including; parents as teachers, home school connections, and monthly parent meetings. They also do a meet and greet to share student portfolios with parents four times year.

**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.**

Any information or letters home related to the school and parent programs is sent home in English and Spanish to ensure all parents in our community are notified. Liaison brings back information and will provide interpretation at bi-monthly meetings. Interpretive services are provided at any meetings provided at the Network offices.

### Policy Implementation Activities

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

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

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

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

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

n/a

### School-Parent Compact (Complete)

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**

Lowell Elementary School is committed to meeting the needs of all students by providing him/her with academic excellence as he/she pursue their education. All the teachers and staff in our school community, are dedicated to developing the whole child academically, socially and physically while modeling positive behaviors.

**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.**

We follow the CPS format and dates which will be as follows for the 2020 - 2021 school year: November 18, 2020 and April 21, 2021.

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

The progress reports for the 2020 - 2021 school year are First Quarter - October 9, 2020; Second Quarter - December 18, 2020; Third Quarter - March 12, 2021; Fourth Quarter - May 21, 2021. If a student is failing a



report will be sent home to the parents as necessary. Parents may also access the ASPEN system through the student - parent portal for updates.

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

Teachers are available for parents before or after school or google classroom. Teachers notify parents of their availability in their monthly newsletter, texts, phone calls, and emails or google classroom. Teachers also meet outside with parents prior to entrance and after dismissal.

**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.**

Parental involvement is encouraged through field trips and special events such as Band and Choir presentations, and Back to School initiatives. Parents are highly encouraged to sign up online to become volunteers. We now have ten parent patrols monitoring safe passage for our students.

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

Our school provides incentives for students to attend school on a regular basis and for homework completion. Teachers notify parents how they monitor the students in their classes through the monthly newsletters. Teachers encourage parent and teacher partnerships to ensure greater success. There is a home school connection when teachers provide academic enrichment during our intersession. The packets are designed to include parental involvement to enhance and support learning during breaks. Teachers provide detailed instructions for parents to assist students at home. Many teachers provide contact information to assist with any clarifications or questions.

**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 parents are encouraged to communicate with the teacher if there are any concerns. Parents may call or come into the school at any time during school office hours to schedule an appointment. Parents are notified in writing of any meeting pertaining to their child's progress

**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 are informed of any incentives to increase their attendance and complete the homework by their classroom teacher. Students set their own individual goals and are held accountable for their own academic achievement and growth. During the 2020 - 2022 CIWP we will focus on creating a stronger Relational Trust as one of our areas for strategic improvement.

## **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.**

Parents want Homework help and guidance on how to help their middle school students prioritize goals for completing the high school application process. Our counselor will begin creating a timeline to assist parents and students with the application process including what high performing schools are looking for. Teachers have begun working in Google Classroom with students and their parents helping them to understand the academic goals and processes.

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

**Account(s)**

**Description**

**Allocation**

|                         |  |           |
|-------------------------|--|-----------|
| <b>51130,<br/>52130</b> | <b>Teacher Presenter/ESP Extended Day</b><br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.   | \$0.00    |
| <b>53405</b>            | <b>Supplies</b><br>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.  | \$1043.00 |
| <b>53205</b>            | <b>Refreshments</b><br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.  | \$250.00  |
| <b>54125</b>            | <b>Consultants</b><br>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  |
| <b>54505</b>            | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only.   | \$0.00    |
| <b>54205</b>            | <b>Travel</b><br>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.  | \$500.00  |
| <b>54565</b>            | <b>Reimbursements</b><br>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    |
| <b>53510</b>            | <b>Postage</b><br>Must be used for parent and family engagement programs only.   | \$0.00    |

|              |   |        |
|--------------|---|--------|
| <b>53306</b> | <b>Software</b><br>Must be educational and for parent use only.   | \$0.00 |
| <b>55005</b> | <b>Furniture and Equipment</b><br>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 |