Ambrose Plamondon Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Althea Hammond	Principal	amhammond@cps.edu	Has access
Christine Hurley	Assistant Principal	cmroche2@cps.edu	Has access
Cherie Shorty	Multi-Classroom Lead	cashorty@cps.edu	No Access
Socorro Castro	Counselor/Case Manager	sacastro@cps.edu	No Access
Mandi Balazi	3rd/4th Grade Math/Science Teacher	mclemente2@cps.edu	Has access
Jacqueline Doyle	5th Grade Teacher (all subjects)	jlbaker-doyle@cps.edu	No Access
Deborah Berkman	3rd/4th Grade ELA/Social Studies Teacher	djberkman@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/24/2020		
02/07/2020		
02/21/2020		

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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 4 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: The vision and mission are shared at the beginning of the school year and at every meeting during the school year with all stakeholders. The connection and alignment is made and discussed between our vision and mission and the school focus areas and priorities. Multi-tiered system of supports is presented and reviewed that provides both academic and behavioral supports to students. Plamondon also has ILT, MTSS, CIWP, Health, and Attendance teams that meet regularly to discuss progress and or focus growth areas. Each member is charged with leading the data review and discussion around a given topic. The CPS framework for teaching is used to drive and root instructional observation, feedback, coaching, and professional development. Domain 1 of the CPS teaching framework guides lesson planning for teachers to best meet the needs of our students. Teachers follow best practice for delivering instruction based upon the GRR (Gradual Release of Responsibility) model, the Rigor and Relevance framework, Understanding by Design and Universal Design for Learning. Administration buffers staff from external distractions to the schools priorities and goals. School improvement goals are limited to three goals. Teachers are given feedback and allowed the safe space to incorporate and put into practice feedback before being observed again. Weekly PLC meetings allow for teachers to share knowledge, challenges, and successes in their practice. A member of the ILT is responsible for sharing the learning and information of the meetings to ensure all stakeholders are aware of the key data and work of the team.
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 4 Design professional learning (PL) to achieve school-wide improvement goals
    - o 3 Design and implement school day schedules that are responsive to student needs
    - o 3 Align the budget to the CIWP priorities and the mission of the school
    - o 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

- o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Teachers engage in continuous learning and improvement cycles and receive PD weekly during their PLC meetings. Teachers are empowered to own their learning and sharing out with the team and are encouraged to lead meetings and discussions. The diverse learner schedule is developed per the required LRE of the students. The master schedule is then developed as well as the ELs schedule. All schedules developed meet the needs of students. All of our teachers are highly qualified to ensure that students are receiving instruction from skilled teachers. All teachers and staff receive professional development around instructional practices as well as social emotional instruction and trauma informed instruction. Throughout the school year, teachers receive support and learning around MTSS to ensure students are receiving the supports they need and that teachers are progress monitoring student progress and growth. Profession learning is tailored to individual staff members, small groups of teachers, or the whole group based on teacher capacity and need. Teaching staff is encouraged to integrate learnings (from outside sources) into their own planning and instruction and share practices with other staff members. Teacher leader provides peer coaching and observation. Teachers provide artifacts that depict the impact of PL, coaching, safe practice and feedback. Administration conducts frequent non-REACH observations to provide coaching and actionable feedback. Administration provides learning experiences for new teachers that assists in the navigation of REACH and other school specific practices and priorities. Each new teacher is assigned a mentor that is an open, collaborative colleague (i.e. Plamondon Pal). Data is used to determine performance and practice gaps for the construction of professional learning and professional development plans. Needs assessment is conducted to identify individual, small group and whole group PL/PD needs. PL is relevant to the cultural and linguistic needs of students (i.e. PL of best practices for instructing ELs, providing the language (vocabulary acquisition and use) so that students can participate in discourse using academic language), using text that is of interest to students and depicts their cultural backgrounds).

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 1 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**: The curriculums used (Expeditionary Learning and Eureka Math) as well as additional resources provide students opportunities to explore communities, cultures, history and languages. The curriculum does at times connect to the real

world, but teachers support the connection to real world experiences with additional resources. Formative assessment is used to determine mastery of content aligned to the CCSS. The curriculum is aligned to the CCSS (both literacy and math). All teachers incorporate the ISBE Social Emotional Learning Standards into instruction. Time for this instruction is built into the master schedule at the beginning of the day. The curriculum aligns with complex texts and is at grade level. For those learners needing supports, modifications and accommodations are made so students still have access the curriculum based texts and grade level standards. All learners (including ELs and DLs) have full access all content areas and are provided with opportunities to develop academic language and demonstrate mastery. Staff provides opportunities for meaningful project-based learning. School integrates field-based learning through partnerships with colleges, universities, and community based organizations. (Peggy Notebeart Museum, Mayo Clinic & Driscoll Foundation, Under the Rainbow, Mt. Sinai Community Institute, Rush, etc.)

- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Teachers set high expectations of all student learners through their learning, attendance, behaviors, and goal setting. Teachers and staff regularly articulate that all students can learn and that everyone learns differently but through hard work, practice, perseverance they can meet their personal learning goals. Rubrics are provided to students so that before they submit their work, they take ownership and review/check to ensure they have demonstrated their best thinking. While all learning is aligned to grade level CCSS, objectives and instructional strategies are differentiated so the all students can achieve mastery but the instruction and classwork is scaffolding, differentiated, and modified in ways needed for all learners. Teachers build on students? language development (gen ed, EL, and DL) and understanding of content; they use vocabulary appropriately for students? ages and development. Students engage in and contribute to the correct use of academic vocabulary. Teachers use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse and promote metacognition. Teachers support and instruct students in how to formulate their own questions and challenge each other using evidence to support their arguments. Teachers encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers. They require students to cite textual evidence to support/develop a claim. They scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks. Targeted supports are provided to individual students or groups of students based on their identified

needs. Instruction is designed to develop language domains for English learners. Teachers monitor progress and check for understanding for individual students. With coaching, feedback, and support, change is made to instructional practice based on analysis of current data. Universally designed assessments are used that allow for multiple pathways for students to demonstrate understanding of the objective(s). Teachers or students intervene in a timely and effective way to help students who are struggling. When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction. They use progress monitoring data to trace effectiveness of interventions and student response to intervention as well as create opportunities for students to have voice and choice in instructional tasks.

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 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
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 3 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Plamondon uses multiple measures to assess in addition to the district mandated/required assessments. Formative assessments are used to determine what a student has mastered or may need more instruction or support around. Screening, diagnostics, and progress monitoring assessments to identify the gaps in student learning and to monitor growth. Tier 2 and Tier 3 students are assessed weekly to determine if MTSS intervention is supporting students appropriately. Assessments are differentiated and modified so they are accessible to all students (general education, diverse learners, and English Language Learners). Accommodations are also provided per student IEP or as needed for student success. Teachers provide differentiation, modifications, and accommodations in student work presentation (i.e. assessment tasks and texts, incorporation of images, how students are able to respond, and or setting of assessment). All teachers and staff have access to school-wide, teacher team, and classroom assessment data to inform instruction design and student learning needs. Assessments reflect the key shifts in content areas. Teacher collaborate either in PLC or in team meetings to develop, modify or differentiate assessments. All assessments are graded using a universal Plamondon grading rubric/scale. The grading rubric/scale is provided to all parents and families at the beginning of the yea. Administration also monitors grading behaviors (analyzing grading practices

and student work) to ensure grading is done strictly on the mastery level of the standard and not as punitive retribution against a student.

- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Students receive Tier 2 and Tier 3 supports in small guided groups. No less than 30 minutes of MTSS is built into the master schedule in addition to the supports students receive in small guided groups. Teachers track weekly data using the Aspen MTSS feature. All teachers use the Second Step curriculum resource to address SEL needs/learning for all students. The MTSS Framework Implementation Guide is used, administration provides teachers and staff continuous professional development and resources to support MTSS, multiple data points are used to determine Tiers (NWEA, formative and summative assessments), a menu of interventions has been developed and distributed to all stakeholders, MTSS outcomes and updates are communicated in stakeholder communications, the Problem Solving Process is used to identify root causes and deficit areas. Differentiated instruction is provided by teachers to support all students and PLC?s analyze data to determine if regrouping, re-teaching or enrichment is needed for students. All MTSS interventions are monitored weekly, used to determine future and continued interventions, clearly define the method, duration, and frequency of interventions. When a student is identified as being Tier 2 or Tier 3, a notice home with data is sent as well as an explanation of what next steps will be to support the student. Administration monitors and ensures the fidelity of MTSS instructional intervention and the progress monitoring of student progress.
- 3 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with

- o **Evidence**: Plamondon has structures put into place to ensure successful transitions for students. The staff monitors the progress of Diverse Learners and English Language Learners during and after transition from services. Students are provided opportunities to discover their talents and skills, identify college and career interests and engage in coursework needed to meet personal, academic and career goals (Naviance). Students are exposed to a range of career paths; they can engage in a program STEM Careers that provides an opportunity to research the requirements of STEM careers (education, training, etc.). The conversation of college and career begins in the primary grades. Parents and familes are made aware of the academic, social emotional, and secondary supports for their child. Students are given the opportunity to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting. Staff uses Naviance to develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete post-secondary plan. Students are also given the opportunity to visit and talk to students in high school and college settings to further grow their knowledge of secondary options.

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: All Plamondon staff begin developing relationships with students on day one. Norms have been developed by staff and are articulated to all stakeholders. Staff provide check-in supports, mentoring, counseling, social work supports for students with higher levels of needs. The social worker routinely pulls students for group supports via Under the Rainbow (partnership with Mt. Sinai). At the beginning of every school year (and continuously throughout the school year) teachers and staff are coached and provided professional development in how to speak and interact with students about challenging or emotional situations that they might encounter. Staff also receives training and coaching around trauma informed instruction. All students are encouraged to seek out the adult or adults that they feel most comfortable with sharing and working through issues. Plamondon staff exercises positive narration and praise for good choices made, positive habits, and socio-emotional behaviors. A majority of staff members have incentive programs and plans in place for positive interactions, behaviors and participation. Plamondon embraces a restorative approach when managing student behaviors and corrections. The staff positively re-frames situations versus focusing on the negative. Plamondon students are provided an opportunity to positively work through conflicts that may arise with a staff member as mediator or independent or a staff mediator. Plamondon employs Second Step across grades K-8, and provides additional SEL supports as needed based on student interactions. (ex. Peace circle between students who engaged in cyber-bullying). Plamondon staff engage in a root cause analysis of a given behavior or incident to determine what is the cause. Plamondon students and staff are encouraged to embrace everybody?s individuality and differences (i.e. language, beliefs, race, sexual orientation). Plamondon staff shares in working

together for school improvement (i.e. ILT, MTSS team, school culture and climate committee). Teaching staff have common collaboration time (K-2, 3-4, 5-8)Monday-Tuesday and Thursday-Friday). On Wednesdays, K-2 have common planning time and 3-8 have common planning time. Staff are encouraged and provided opportunities to lead team learning and development. They also provide constructive feedback on student learning artifacts and lesson planning. Staff are encouraged to follow the ?24 Hour Rule?. If staff members are emotionally harmed by another staff member, he or she has the option of going directly to their colleague and or ask for a mediator. Administration has an open door policy and as such all staff can see and meet with them to discuss concerns, conflicts and or ways to seek resolution.

- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: Students engage in politics through instruction and learning tasks and projects that explore their community and world politics as appropriate for each grade level (Times for Kids, MSN News, CNN News, News of the Day, Reparations Won, Constitution). Middle school students are able to run and be elected for a position in the Student Voice Committee. Through the SVC, events and activities are planning (along with a faculty sponsor) that impact the school community, the family community, and the North Lawndale community. While younger grade levels are not able to seat the SVC (currently) the committee members reach out to the lower grade levels to vote and or poll for their input regarding the activities / events planned. Plamondon is currently engaging in a partnership with SCoPE (University of Michigan, CPS, CASEL) to gather data and hold PLC meetings with middle school teachers to determine where we are at in terms of SEL and Student Voice and where/how we can grow and progress. At the end of the school year, this data and the training the teachers received will help drive our next steps in regard to Student Voice and Civic Engagement in the upcoming school year.

- 4 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Teachers and staff monitor student behaviors and interactions across the school environment (lunch room, classrooms, etc.) School wide expectations for behavior are posted throughout the school (hallways, classrooms, common areas). Procedures are in place for reporting and responding to concerns about safety and well-being. All concerns/incidents are logged into Aspen and the counselor and or social worker is made aware immediately. There are two teachers who spearhead the climate and culture team. Meetings are held bi-

weekly, teachers collaborate and communicate with the ILT team, and they help drive any changes need to promote SEL learning and or restorative supports for students.

- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Teachers and staff integrate the learning from the Second Step SEL curriculum into their disciplinary responses to students, utilizing a restorative approach. All students are given the opportunity to talk through an incident. They are able to take ownership, identify and resolve any conflicts, and learn from their actions. They also engage in a process of identifying what they can do in the future to make a better / positive choice versus the choice previously made. Generally, teachers and staff have positive relationships with students. This helps minimize negative student behaviors and the need for discipline. Plamondon does have a consistent school-wide discipline policy (student code of conduct). The teachers also came together and collaboratively developed behaviors/incidents that are teacher-managed and or administration/counselor-managed.
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: The Plamondon School community is very welcoming. We encourage parents and community members to be engaged with the events and activities happening at Plamondon. For those stakeholders whose native language is Spanish, we have many staff members who speak spanish and are able to support parents. All of our programming is translated so all are able to be engaged. Plamondon host family nights (literacy, math, science, fitness) and invites and encourages all families to participate. The Student Voice Committee also hosts family movie nights that all parents/guardians are invited to. Plamondon has PAC, BAC, ILT and stakeholder meetings. All families are encouraged to participate and come so that they are able to ask questions, help make decisions, and learn more and be a partner in educating their child.

Regular communications in the form of emails, newsletters, Remind texts, flyers, and Aspen updates, and phone calls home are sent home in both English and Spanish. Plamondon has many community partnerships that align to the vision and mission of the school. Some of those partnerships are: Cinespace, Mt. Sinai, Lyric Opera, SCoPE, Empowered Schools, UIC, and Gad?s Hill.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**3**
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: Instruction	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**0**
4	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
Vision: Attendance Rate I chose this metric because attendance is critical for student academic success as well as their SEL learning and engagement. Our student population consists of about 70% Latinx and 30% African American.	African American		96.80	97.80
	Latinx		97.50	98.50
Vision: NWEA Attainment G2-8 (Math) I chose this metric because it is critical we focus and work towards at least 70% attainment in Math.	African American		47.40	52.40
	Latinx		73.80	78.80
Vision: NWEA Attainment G2-8 (Reading) I chose this metric because it is critical that we focus and work towards at least 70% attainment in Reading.	African American		65.60	70.60
	Latinx		81.60	86.60
SQRP: % of Students Making Sufficient Annual Progress on ACCESS I chose this metric as it is critical we monitor, support and help grow students on the ACCESS exam both with and without IEPs. We do have students to take the ACCESS exam that have IEPs.	Students with IEPs		30.00	35.00
	Latinx		47.30	52.30
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) I chose this metric because while it is critical we are moving towards attainment, it is just as critical we are monitoring the growth metrics for each	African American		53.20	58.20
	Latinx		62.80	67.80

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
grade level in each content so we can see the impact our instruction is having on our students and their growth.				

Required metrics (Elementary) (0% complete)

	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

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Strategies

Strategy 1

If we do...	provide MCL coaching and supports, engage teachers in professional development to grow and develop their instruction and integration of STEM teaching learning in all classrooms, show teachers how to analyze data to drive instructional practices, and develop standards based assessments and learning tasks utilizing Understanding by Design and Universal Design for Learning that are accessible to all students including Diverse Learners and English Language Learners
Then we see...	improved execution of best practices for teaching, learning tasks and assessments accessible to all students, improved learning task and assessment development that accurately measures student mastery of the standards, assessments and learning tasks that meet the students individual needs, integrations of STEM into all content areas, and progress monitoring via learning tasks and assessments, and improved instruction that is modified, differentiated and designed to meet the needs of all learners
which leads to...	increased student achievement where students are better able to apply the skills and strategies learned in order to demonstrate their level of mastery of the standards, increased ability in teachers to use student data to lesson plan and prepare for instruction, increased awareness of STEM content, careers and opportunities, and increased ability in teachers to develop formative and summative assessments and learning tasks.

Budget Description	
Tags	Structure for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Teacher Leader Development & Innovation: Teacher Teams, Math: Formative Assessment
Action steps	• (Not started) Set goal and benchmarks that reflect expectations for data analysis, student learning task review/protocols, and assessment review/protocol with ILT. Tags:Instruction, Assessment: Balanced Assessment and Grading, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Curriculum, Science: Equitable Access, Math: Rigorous Tasks • (Not started) Develop assessment calendar Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Develop a professional development calendar for SY20-21 that reflects the CIWP priorities and needs of teachers and staff. Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access • (Not started) Monitor (progress monitor) assessments and learning tasks. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Assessment and learning task analysis Tags:

Strategy 2

If we do...	professional development for MTSS for teachers regarding expectations, how to provide MTSS services with weekly progress monitoring to drive remediation and enrichment instructional plans

Then we see...	progress monitoring completed with fidelity, student growth (behavioral or academic depending on the need), interventions (behavioral and or academic) being utilized, defined tiering criteria for students, and increased communication with families regarding student achievement
which leads to...	increased implementation and progress monitoring of MTSS interventions, increased understanding of teachers in how to provide intervention services, ability to analyze data from progress monitoring and determining student needs, and increased ownership and awareness of students in their own learning and achievement (behavioral and or academic); increased family involvement in student learning and achievement; greater student problem solving
Budget Description	
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	(Not started) Assemble MTSS team Tags:MTSS: Shared Leadership (Not started) Develop MTSS tiering criteria and menu of interventions and supports that will be provided at each tiered level; progress monitoring schedule for both teachers and MTSS team Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring (Not started) Communicate MTSS tiering process, menu of interventions, and criteria to all stakeholders; determine method of communication to stakeholders to be done with fidelity Tags: (Not started) Provide professional development to PSP Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership (Not started) Teachers provide equitable, differentiated, culturally relevant instruction that is accessible to all learning including Diverse Learners and English Language Learners Tags:Instruction, MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership (Not started) MTSS instruction will be determined by multiple measures including formative, summative, and interim assessments and NWEA data

	Tags:MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring
	• (Not started) Progress monitoring is done with fidelity to monitor and determine student learning goals, instructional levels, and whether an instructional plan needs to be adjusted as well as tiering Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Regular communication will be established with parents and or guardians regarding what MTSS is and its purpose, tiering, instructional needs of students, interventions being used to support individual students, data, achievement, growth, and overall how the student is being supported Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Plamondon will monitor and track growth and or continued needs of all students, specifically those receiving Tier 2 and or Tier 3 interventions and supports based upon data accessible district-wide to determine school-wide practices and student achievement data Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions

Strategy 3

If we do...	provide and or find/send teachers and staff to professional development on how to encourage and support students to have and develop civic competencies, identities, and engagement in both their Chicago community and the Plamondon community
Then we see...	consistent opportunities for students to learn about and engage in learning around politics, voting, the electoral process, what civic engagement means, current/controversial issues, identities, beliefs, student voice and advocacy, engagement with community leaders, and opportunities for students to develop events and activities where they work together to propose change and or improvements and problem solve to find solutions and ways to address areas of need in their communities
which leads to...	an organized and functioning Student Voice Committee that has elected officials that garner the voice of students from all grade levels, stakeholder involvement, instruction about the structure and function of government (local, state, and national), instruction that encourages students to reflect on their civic life and what they can do to exercise civic power, student learning about issues in their communities and analyzing them using evidence from a range of sources, points of view, arguments made and developed; teachers will design learning experiences that provide for students to determine and explore how their identities influence their experiences and perspectives; students completing service learning projects; students research and analyze issues that matter and impact them,

	identify root causes, develop an action plan and goals; students will be able to use digital platforms to raise awareness and next steps about issues in the community that impact them.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, SSCE: Student Voice, SSCE: Student Voice CIWP
Action steps	(Not started) Get professional development calendar from the CPS Civics department for information on upcoming trainings and learning opportunities for both teachers and students Tags:Student Voice, Engagement, and Civic Life (Not started) Review resources on the Knowledge Center regarding civics curriculum that could possibly be implemented in classrooms. Tags:Curriculum, Instruction, Student Voice, Engagement, and Civic Life (Not started) Provide professional development on selected curriculum and or resources to be used for instruction. Tags:Curriculum, Instruction, Student Voice, Engagement, and Civic Life (Not started) Student Voice Committee planning and development, student elections, and activities/events planned and held; students hold meetings to determine involvement Tags:Student Voice, Engagement, and Civic Life

Action Plan

Strategy 1

Set goal and benchmarks that reflect expectations for data analysis, student learning task review/protocols, and assessment review/protocol with ILT.

Jun 19, 2020 to Aug 28, 2020 - Administration, ILT

Develop assessment calendar

Jun 01, 2020 to Jun 19, 2020 - Administration, ILT

Develop a professional development calendar for SY20-21 that reflects the CIWP priorities and needs of teachers and staff.

Jun 19, 2020 to Aug 28, 2020 - Administration, ILT, Teachers

Monitor (progress monitor) assessments and learning tasks.

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

Assessment and learning task analysis

Sep 08, 2020 to Jun 22, 2021 - Administration, ILT, Teachers

Strategy 2

Assemble MTSS team

Jun 18, 2020 to Jun 19, 2020 - Administration, ILT

Develop MTSS tiering criteria and menu of interventions and supports that will be provided at each tiered level; progress monitoring schedule for both teachers and MTSS team

Jun 19, 2020 to Jun 19, 2020 - Administration, ILT, MTSS Team

Communicate MTSS tiering process, menu of interventions, and criteria to all stakeholders; determine method of communication to stakeholders to be done with fidelity

Sep 08, 2020 to Jun 22, 2021 - Administration, ILT, MTSS Team, Teachers

Provide professional development to PSP

Sep 08, 2020 to Jun 22, 2021 - MTSS Team Lead

Teachers provide equitable, differentiated, culturally relevant instruction that is accessible to all learning including Diverse Learners and English Language Learners

Sep 08, 2020 to Jun 22, 2021 - Administration, ILT, MTSS Team, Teachers

MTSS instruction will be determined by multiple measures including formative, summative, and interim assessments and NWEA data

Sep 08, 2020 to Jun 22, 2021 - Administration, Teachers, MTSS team

Progress monitoring is done with fidelity to monitor and determine student learning goals, instructional levels, and whether an instructional plan needs to be adjusted as well as tiering

Sep 08, 2020 to Jun 22, 2021 - Administration, Service Providers, MTSS Team, Teachers, ILT,

Regular communication will be established with parents and or guardians regarding what MTSS is and its purpose, tiering, instructional needs of students, interventions being used to support individual students, data, achievement, growth, and overall how the student is being supported

Sep 08, 2020 to Jun 22, 2021 - Administration, MTSS Team, Teachers

Plamondon will monitor and track growth and or continued needs of all students, specifically those receiving Tier 2 and or Tier 3 interventions and supports based upon data accessible district-wide to determine school-wide practices and student achievement data

Sep 08, 2020 to Jun 22, 2021 - Administration, ILT, MTSS Team, Teachers, Service Providers

Strategy 3

Get professional development calendar from the CPS Civics department for information on upcoming trainings and learning opportunities for both teachers and students

Jun 18, 2020 to Jun 18, 2020 - Administration

Review resources on the Knowledge Center regarding civics curriculum that could possibly be implemented in classrooms.

Jun 18, 2020 to Jul 31, 2020 - Administration, ILT

Provide professional development on selected curriculum and or resources to be used for instruction.

Sep 01, 2020 to Sep 04, 2020 - Administration, ILT, Civics Education Manager

Student Voice Committee planning and development, student elections, and activities/events planned and held; students hold meetings to determine involvement

Sep 01, 2020 to Jun 22, 2021 - Administration, SVC Teacher Sponser

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.

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

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

Plamondon has reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement such as small group instruction, progress monitoring to drive instruction to specifically support student needs, after school content support clubs to provide additional support for students, and consistent review of data to determine where achievement gaps exist and what instructional strategies will best support a student's growth and proficiency.

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.

Plamondon employs reform strategies that utilize instructional methods and strategies based upon research that strengthens our core academic program. Amount and quality of learning time is increased and includes strategies to meet the needs of historically underserved populations. We use student formative, summative, and standardized assessment data to determine the individual needs of students. Then an instructional action plan is developed where students receive small group instruction that supports and helps student achieve academic proficiency.

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).

Plamondon uses formative, summative, interim, and standardized assessment data to determine what individual student needs are. Teachers, administration, the counselor and the social worker all collaborate to ensure students are receiving the instructional supports they need, mentoring, counseling, are career and college aware, and are also able to engage with their peers socially emotionally in target groups facilitated by the social worker and counselor. Students also engage in 21st Century thinking skills such as critical thinking, collaboration, creativity, and communication in all content areas of instruction.

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

Plamondon provides high quality professional development to all teachers to continue to support their growth. We facilitate and all contribute to a positive climate and culture that embraces talking about and addressing any issues and concerns that arise. We are able to provide technology to both students and teachers, engage teachers in mentoring programs, provide continued coaching and instructional support, and ensure a positive work environment.

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.

Plamondon offers continuous research based professional development year round for teachers, administration, and paraprofessionals. Parents also participate in learning workshops through the Parent Advisory Committee and the Bilingual Advisory Committee. Parents are able to participate in learning about the curriculum, teachers, state of the school through learning sessions and meetings throughout the school year. Stakeholder communications are also regularly sent home to parents and guardians.

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

Plamondon engages parents through the PAC and BAC, sending home monthly parent newsletters (in English and Spanish). Plamondon has hosted Math and Literacy nights, Family Fitness Nights, and a series of programs facilitated by the music teachers. Teachers and administration are in constant contact via phone calls home, emails, and the Remind App. Parents are currently engaging via Google Classroom with teachers and staff due to Remote Learning. Parents are also encouraged to be involved in the school community Flyers and notices home are sent home with students. All communications home to parents and guardians are written

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.

Plamondon is in close communication with the pre-school programs in our community; we are partners as they also provide after school care for many of our students. Plamondon works hand in hand to review and bridge the learning they are receiving in pre-school and the learning they will begin in kindergarten. Students are assessed at an early stage so their proficiency levels/areas can be determine as well as where there growth areas may be. Differentiated and individualized instruction is designed to support all the learners in the classroom and ensure that the foundational skills the students need to be successful in elementary school are being taught. Students also receive supports from the counselor to help ease the adjustment from a pre-school environment to an elementary environment. While students receive a standards based and rigorous instructional experience, they are also encouraged and given time to engage with their peers and grow their social emotional skills and functions.

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 are encouraged and welcome to join the ILT team at Plamondon where a lot of instructional/assessment planning takes place. All members have a voice in the meetings and administration welcomes their input in regard to how academic assessments will be used in order to improve the achievement of students and the overall instructional program. Plamondon has weekly grade level team meetings where teachers are also able to discuss and collaborate in regard to how assessments are to be used at Plamondon.

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.

Once students take the NWEA Beginning of Year assessment, we analyze the data (along with formative and summative data) and determine what students require MTSS supports. Students are identified as being Tier 1, Tier 2, or Tier 3. Students then receive small group instruction and interventions per their need to ensure they are receiving the instruction they need to grow and attain. Teachers progress monitor student progress, track the data, and update/review student instructional plans to fit the need of the

student. By ensuring student data is being progress monitored on a daily and weekly basis, Plamondon is ensuring that we are addressing the needs of students in a timely fashion.

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.

Administration and the clerk work together to ensure that all services and programs (including programs under No Child Left Behind) are being implemented. Within our ILT, we have specific staff members that spear head different components of programming. For example, there is a staff member that focuses on the Nutrition Program/Healthy Schools initiative. Funds for these programs are discussed in stakeholder meetings as well as how they will be used to support students. The social worker and counselor work very closely together to ensure that they are engaging students in programs that will support their needs. Plamondon has many community partners such as Mt. Sinai that also work with us to ensure programming to support students is being implemented (Under the Rainbow).

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents and families will be involved in the joint development and periodic review and revision of the ESSA. Parents and families participate in the NCLB, BAC, PAC, stakeholder meetings. We currently do not have a functioning LSC, but hopefully we will have one after the elections this year. In that instance, parents will participate through the LSC meetings. The variety of meetings and communications invite and encourage opportunities for increased parental involvement, help improve Plamondon's climate and culture and help support a family/home-school relationship. Meeting notifications are posted on the

parent informational board, sent home via flyers with each student, emails and newsletters in both English and Spanish.

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

Parents and families will receive invitations to meetings via emails, flyers both posted and sent home, robo-calls, and notification via the school newsletter prior to meetings. All invitations will be in both Spanish and English.

The projected date for our Title I Annual Meeting and our Title I PAC Organizational Meeting will be in the first three weeks of September at 9:00 a.m. and 4:00 p.m. to allow for multiple opportunities for parents/families to participate.

All other meetings that will involve parents and stakeholders will occur thoughout the 2020-2021 school year.

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.

Plamondon has always and will continue to encourage and welcome opportunities to meet and engage with parents and stakeholders. When parents request meetings, either individually or as a group, every effort is made to schedule a meeting to ensure all voices are heard. Meetings can be scheduled before, during or after school hours (when possible).

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents and guardians are consistently provided reports of their child's performance across content areas via the Remind app (individual communication from teacher) , written communication (report cards, progress reports, emails) and via Aspen (parents have the ability to check and monitor student performance and progress through the Parent Portal). Parents and guardians also receive correspondence from teachers via phone calls.

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 teachers at Plamondon are highly qualified. In the event that a teacher is not highly qualified, a written notification will go home with the impacted students.

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 and guardians will be provided details regarding what their child should be able to show mastery in / do by the end of the child's grade level. This will be distributed at the end of the previous school year and at the beginning of the current school year.

See: Parents' Guide to Students Success https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success.

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.

All information, resources, materials and training will occur through the LSC (if one is formed), PAC, BAC, NCLB and other parent/stakeholder meetings and workshops that will be offered. There will also be opportunities for parent learning/training through Plamondon literacy, math, and science nights. There will be additional opportunities through outside resources in providing strategies and techniques in working their children and increasing parental involvement.

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.

Teachers and staff communicate with parents regularly. Parents are invited to participate in family nights, parent conferences, report card pickup nights, and via Aspen Parent Portal. Many teachers use the Remind communication app so that they are able to communicate daily with families about homework, assignments and or upcoming 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.

Plamondon has an ongoing partnership with Mt. Sinai Hospital. This partnership will assist and provide training and supports to parents on how to participate in both the academic and social emotional growth and development of their students.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All communications (newsletters, emails, Aspen notifications, letters home, written letters, meeting flyers, etc.) are all sent to parents in Spanish and English so that all parents can engage and participate; everyone will be aware of what is going on at Plamondon.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] **\<p\>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.\</p\>**
[X] **\<p\>The school will coordinate the parent and family engagement programs identified in the CIWP.\</p\>**
[X] **\<p\>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.\</p\>**
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) Once a LSC is established, it will approve the school improvement plan and monitor the CIWP.

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.) Plamondon provides high quality instruction in an environment that meets the needs of students academically and social emotionally. We ensure, in partnership with parents, guardians, and community partnerships, that our students are prepare to be successful in high school and beyond (college or career). Teachers and staff promote the development of well rounded students who are motivated to achieve and do the best that they can. Students have access to differentiated instruction as well as 1:1 technology. Our staff receives high quality professional development on instructional practices, but also social emotional practices for students. Lesson plans and instruction are monitored and observed to ensure all students are receiving a high quality education.
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled. Parent-teacher conferences are held on the dates set forth by Chicago Public Schools. Any and all other parent-teacher conferences are welcome and will be scheduled by the parent and teacher as needed.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Parents received progress reports half way through each quarter and then report cards at the end of each quarter. Parents also receive feedback on student work and grades posted in Aspen weekly. Teacher also use a variety of strategies to communicate often with parents.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. Parents may request a meeting with teachers and staff before, during or after school hours as the teacher or staff member is able to accommodate the parent.

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 are asked and encouraged to volunteer at Plamondon for a variety of events and activities. In order to volunteer, they have to complete the Volunteer Application / Approval process set forth by Chicago Public Schools. Parents are encouraged to reach out to classroom teachers and request to volunteer for their child's events.

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

Parents will support their child's learning by helping them complete homework and projects. They will ensure their child is at school everyday and on time ready to learn. Parents are also encouraged to reach out to their classroom teacher if they notice their child needs additional support or enrichment to support learning.

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

Parents will participate in PAC, BAC, LSC, and stakeholder meetings to ensure their voice is heard regarding decisions relating to their child's education. These are excellent opportunities to ask questions or gain clarification regarding their child's education.

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 taught, supported, and encouraged to develop good habits to ensure academic achievement. Expectations are set for student that require them to complete assignments and be in attendance everyday. Teachers have goal setting and data talks with students so that they are given the opportunity to reflect on their performance and are able to identify where they need to grow and improve.

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.

During the 2020-2021 school year, parent funds will be used for seminars, parent trainings, and needed supplies and materials for educational experiences.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$938.00
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