# Richard Yates Elementary School 2020-2022 plan summary

## Team

| Name | Role | Email | Access |
|------|------|-------|--------|
| Israel Perez | Principal | iperez32@cps.edu | Has access |
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| Jonathan Mejias | Dean | jmejias3@cps.edu | Has access |
| Sarah Shlemon | Restorative Justice Coach | seshlemon@cps.edu | Has access |
| Ingrid Moorehouse | LSC/Special Ed Teacher | icoss@cps.edu | Has access |

## Team Meetings

| Date | Participants | Topic |
|------|--------------|-------|
| 01/28/2020 | | Selecting CIWP Team, SEF Categories |
| 02/05/2020 | | Rating SEF Categories |

## Framework

### Category scoring

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

**Subcategory scoring**

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

# Leadership and Structure for Continuous Improvement

- 2 - Leadership for Continuous Improvement
  - o 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 2 Employ the skills to effectively manage change
  - o 2 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: gyugrfr
- 3 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 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 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)
  - o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

# Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- o 1 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**:
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 1 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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**:
- 2 - 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 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 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**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 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 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 1 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 1 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 1 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 3 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 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 1 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 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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 2 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 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 1 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 1 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 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- - 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 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)
  - 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - **Evidence**: MTSS folder in the drive, classrooms
- 3 - Transitions, College & Career Access, & Persistence
  - 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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
  - **Evidence**:

## 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**:
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 1 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 1 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture
  - **Evidence**:
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 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 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

# School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | 0 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 1 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 0 |

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

| Area of Critical Need 1 | MTSS |
|---|---|
| Root Cause 1 | No staff member has taken the lead in this process. Lack of training on the MTSS Process. Lack of time for planning and meeting. Lack of monitoring students for fidelity. |
| Area of Critical Need 1 | Instruction |
| Root Cause 2 | Lack of common planning time for Teachers. Lack of Professional Development for Curriculum. |
| Area of Critical Need 3 | Student Voice, Engagement, and Civic Life |

| Root Cause 3 | Lack of student engagement in student Voice. Lack of Social Studies Curriculum. Lack of Teacher leader to engage students. Lack of Student Council. |
|---|---|

## 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<br><br>We chose this metric because attendance sets the foundation for learning. | Overall | | 95.00 | 96.00 |
| | Students with IEPs | | 92.50 | 93.50 |
| Vision: NWEA Attainment G2-8 (Reading)<br><br>I chose this metric because we see that our boys are the lowest in all categories. | Male | | 35.00 | 40.00 |
| | African American Male | | 25.00 | 30.00 |
| SQRP: National School Growth Percentile - Reading (Grades 3-8)<br><br>I chose this metric because Reading is lowest. | Overall | | 45.00 | 48.00 |
| | | | | |
| Vision: NWEA Attainment G2 (Reading)<br><br>In grade 2 Metrics are the lowest overall and we have seen a decrease in 2nd grade. | Overall | | 15.00 | 20.00 |
| | | | | |
| Vision: NWEA Attainment G2 (Math)<br><br>In grade 2 Metrics are the lowest overall and we have seen a decrease in 2nd grade. | Overall | | 20.00 | 25.00 |
| | | | | |

## 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 |
|---|---|---|---|---|---|
| | | | | | |

# Strategies

## Strategy 1

| If we do... | If we create a crosswalk between pacing guides, assessments, lesson planning and grade book. example: Develop and implement balanced assessment and grading policies and protocols, supported by high-quality appropriate professional learning for every stakeholder |
|---|---|
| Then we see... | "then we see vertically aligned units and lesson plans which will result in differentiated strategies, collaboration among grade levels and grade bands. example: A clearly articulated curriculum, aligned to standards and accurately assessed for mastery. |
| which leads to... | 35% of our students meeting National NWEA Reading attainment percentiles in 2021 45% in 2022. |
| Budget Description | Professional Development for Teachers on the Curriculum for both reading and math. Curriculum for Interventions for students The purchasing of the Reading Curriculum, the workbooks, supporting materials and teacher guides. Reading coach |
| Tags | Curriculum, CBE: Supports, Interventions, or Extensions, OSEL: Tier 2 and 3 Interventions |
| Action steps | <ul><li>(Not started) Develop an MTSS Team where an administrator is present on the team.<br><br>Tags:MTSS</li><li>(Not started) Provide PD for teachers on how to properly collect data for students in MTSS<br><br>Tags:MTSS, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</li></ul> |

| | • (Not started) Develop folder process for students who are on Tier 1 Tier 2 Tier 3.<br><br>Tags:MTSS, Teacher Leader Development & Innovation: New Teachers |
| --- | --- |

## Strategy 2

| If we do... | A school-wide PD training staff on how to follow the MTSS system. This includes starting the school year by assessing students with diagnostic tools and grouping them in the subject areas of math and reading. Identifying students early in the year for behavior interventions should also be included. |
| --- | --- |
| Then we see... | Proper use of Tier 2 and Tier 3 Interventions |
| which leads to... | Targeted instruction for students who are lower than their peers which would result in a reduction of the numbers of students referred to special education by 20%.. |
| Budget Description | Intervention Kits for Reading Intervention for Math: IXL |
| Tags | CBE: Supports, Interventions, or Extensions, MTSS: Curriculum & Instruction, ODLSS: Behavior Support, Math: Curriculum |
| Action steps | • (Not started) reintroduce MTSS 101 which includes the menu of interventions<br><br>Tags:MTSS: Curriculum & Instruction<br><br>• (Not started) form a MTSS team that meets consistently to assess data collection from teachers about student interventions to ensure MTSS is done with fidelity June 4, 2020 - June 4, 2021<br><br>Tags:MTSS: Curriculum & Instruction<br><br>• (Not started) MTSS team will create folders containing the structures needed for MTSS, such as communication log, menu of interventions, flow charts, tracking sheets for student data, and strategies.<br><br>Tags:MTSS: Curriculum & Instruction |

## Strategy 3

| If we do... | invite more community members in to our school building and our classrooms |
| --- | --- |
| Then we see... | students developing and participating in activities in and out outside the school community |
| which leads to... | increased student voice and engagement in civic life. |

| | |
|---|---|
| Budget Description | collaborating with the sustainable community school team, signs, social media coordinator, school assembly team to assist in bringing community members in, guest speakers, parent advisory committee, collaboration between assembly committee, PAC, LSC and SCS |
| Tags | CBE: SEL Integration, SSCE: Community Engagement, SSCE: Student Voice |
| Action steps | • (Not started) form a student voice team who will foster collaboration between the SCS, LSC, community members and school assembly team<br><br>Tags:FACE2: Community Partnerships, SSCE: Community Engagement, SSCE: Student Voice<br><br>• (Not started) create new partnerships and collaborate with existing partnerships of community organizations<br><br>Tags:FACE2: Community Partnerships, SSCE: Student Voice CIWP<br><br>• (Not started) Student voice team will oversee student council, which will be comprised of students in 3rd - 8th grade to begin with.<br><br>Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice CIWP<br><br>• (Not started) Student council will analyze, assess and execute plans for solving school and community issues.<br><br>Tags:Student Voice, Engagement, and Civic Life |

# Action Plan

### Strategy 1

Develop an MTSS Team where an administrator is present on the team.

Aug 26, 2020 to Sep 30, 2020 - Administration Teacher Leaders ILT

Provide PD for teachers on how to properly collect data for students in MTSS

Aug 26, 2020 to Sep 30, 2020 - Teachers, Teacher Leaders

Develop folder process for students who are on Tier 1 Tier 2 Tier 3.

Aug 26, 2020 to Aug 26, 2020 - Teachers

### Strategy 2

reintroduce MTSS 101 which includes the menu of interventions

Sep 01, 2020 to Sep 04, 2020 - MTSS team

form a MTSS team that meets consistently to assess data collection from teachers about student interventions to ensure MTSS is done with fidelity June 4, 2020 - June 4, 2021

Jun 04, 2021 to Jun 04, 2021 - administration, ILT

MTSS team will create folders containing the structures needed for MTSS, such as communication log, menu of interventions, flow charts, tracking sheets for student data, and strategies.

Jul 01, 2020 to Nov 01, 2020 - MTSS team

### Strategy 3

form a student voice team who will foster collaboration between the SCS, LSC, community members and school assembly team

Aug 28, 2020 to Sep 28, 2020 - members of the student voice team, administration

create new partnerships and collaborate with existing partnerships of community organizations

Sep 06, 2020 to Jun 04, 2021 - members of the student voice team, administration

Student voice team will oversee student council, which will be comprised of students in 3rd - 8th grade to begin with.

Sep 08, 2020 to Jun 04, 2021 - members of the student voice team, administration

Student council will analyze, assess and execute plans for solving school and community issues.

Sep 08, 2020 to Jun 04, 2021 - members of the student voice team, student council, administration

# 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.**

We sent out a needs assessment to parents, students, teachers and the community to inform our programming for the next school year.

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

Tutoring after school
Teachers to reduce classroom sizes
Saturday School
developing curriculum at Tier 1 Tier 2 and Tier 3 levels to reach all students.

**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.**

Change in Reading and Math Curriculum to reflect common core state standards alignment for Tier 1 instruction. Purchase of LLI kits to target Tier 2 and Tier 3 instruction. IXL is used to target Tier 2 instruction. Unique curriculum was purchased to target instruction for our students in cluster classrooms.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

The school will have a School dean of discipline and Restorative Justice Coach to help in Restorative Practices which includes check in check out, 1:1 counseling, weekly class circles, mentoring, Pitch in mentoring, Mayor's mentoring for boys and social emotional support groups.

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

Every classroom has technology integrated into their classrooms and have had PD on how to use technology as tools. We are a community school. We have an internal mentoring program. We have opportunities for teacher leadership and additional student engagement opportunities.

**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.**

Kagan Day 2 and Day 3 Strategies.
There's a cycle of bilingual parent workshops offered monthly at the school.
Leader in Me

| |
|---|
| Engage New York<br>IXL |
| **Strategies to increase parent involvement, such as family literacy services.**<br><br>Parent Mentoring Program<br>Parent Curriculum Nights<br>School Wide Newsletter<br>Richard Yates became a Sustainable Community School |
| **Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**<br><br>Kickoff to Kindergarten<br>Visits from community pre-k programs |
| **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.**<br><br>Formation of Instructional Leadership Team<br>District policy for voting on school wide assessment plan |
| **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.**<br><br>After school enrichment programs like Coding and Cooking. |
| **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.**<br><br>We accomplish this by having monthly parent meetings with community partners like PRCC and LSNA. |

## ESSA Targeted Assistance Program

## Parent Involvement and Schoolwide Programs

| |
|---|
| [X] I verify that the statement below is correct<br><br>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 has an all-call system along with an email blast system that allows the principal to invite parents to CIWP planning meetings, Parent Advisory
Committee meetings, Local School Council Meetings and other planned events. These are held mostly in the evenings to attract those parents who work
throughout the day. These meetings give interested parents the opportunity to provide input.

The School will organize quarterly events such as, Literacy Night, Math Night, Science Night and SEL Night to provide opportunities for parents to learn more
about the education process to support their students at home.
We also have the Parent Mentor program. The PM program at Yates works with Logan Square Neighborhood association to recruit, train, and place
parents in classrooms to help with Literacy and Math initiatives for at a minimum of 2 hours a day. These parents become the leaders in the building and the voice of the school to the parent community.
Parents will also submit their interest to becoming a parent volunteer at Yates using the parent volunteer interest form provided by Chicago Public Schools
central office. Parents are also invited on a rotating basis to volunteer to chaperone for Field Trips.

Parents will participate in various classes offered by the school interacting with students. For example: cooking classes learning about healthy snacks; technology courses learning how to navigate educational websites that support student learning.

**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 Title 1 programs that are being offered are explained to the parents in a meeting in September in the Parent Room. The meeting is held in
Spanish and English. After the organizational meeting parents were then asked to stay for the Annual PAC organizational Meeting.

**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.**

If parents ask for specific individual meetings the school will make appointments within three working days to meet with parents. PAC meetings have been
scheduled to meet every First Tuesday of the month at 9:30 am in the school's parent room 109.

**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.**

This will be provided to each parent in the form of PowerPoint during the state of the school address in September and in March of every school year.
Progress sheets from NWEA will also be handed out to parents regularly in order to provide them with information about their child.
Teachers are also on Class Dojo a behavior monitoring system for parents to know how their child is doing.

**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 Yates are considered Highly Qualified.Chicago Public schools has a centralized system for this requirement

**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.**

Yates elementary has many handouts in Spanish and English delineating the state standards and the assessments used. To monitor each student's progress
parents have access to gradebook by the way of the Parent Portal. If parents do not have access to computers, Yates elementary has a parent's room with
computers that can be used at any time for parents to log on.

**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.**

For meetings held regarding adult literacy, Title I meetings, and ESL learning, Yates will pass all meeting information to parents via the monthly newsletter, all
call and the Parent Advisory Committee. The English Language Proficiency Teacher (ELPT) will hold parent meetings regarding Bilingual Advisory Committee and translate for parents during nights regarding High school applications and options for parents.

**Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.**

Using the Sustainable Community Schools initiative both parents and staff will be educated on the importance of the partnerships families and educators should have . This will be done in the form of Parent Seminars and Professional Development.
Parent programs like the Logan Square Neighborhood Association's parent mentor program will be established to connect parents to the classrooms in the
school. A second parent volunteer program has also been established for parents who want to volunteer in the classroom using the CPS Volunteer forms.

**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.**

Professional development days are established throughout the school year for teachers to learn the best way to communicate with parents. Specific Bulletin
boards have also been earmarked for parent information as they come to pickup their children. We also have a video announcement system that parents can read as they wait for their child.

**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.**

Parents receive monthly newsletters and also periodic letters and emails regarding specific information. All correspondence will be translated to parents'
native languages. The letters are translated by the bilingual clerk or the principal into Spanish.

## Policy Implementation Activities

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

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

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

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

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

n/a

## School-Parent Compact (Complete)

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic**

**achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**

The Mission of Richard Yates Elementary School is to provide our students with experiential learning through developmentally appropriate instruction that
allows for individual differences and learning styles in an inclusive environment. Our school promotes a safe, orderly, and caring community that seeks to
develop the whole child.
VISION: The Vision of Richard Yates Elementary is to develop leaders who strive for academic excellence, social awareness, and emotional intelligence, all
while instilling in them critical thinking skills, a global perspective, and a respect for core values.

**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 happen two times each year. The dates are always once in November and once in the 3rd quarter in April.

**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 school utilizes the Parent Portal grade book which which is near real time grade information. The parents also receive a grade report each 5 weeks of the school year.
Parents will also receive test scores as they are provided to the school once a year.

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

Staff is available openly two days a year and by appointment for almost all other school days. Parents are encouraged to come after school to speak with
teachers. By the use of the parent portal parents can check each students assignments and will be able to message teachers when assignments are not
completed. Each teacher is provided with an email address and can be contacted utilizing the school's website.

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

Parents can request access to their child's classroom at anytime by signing-in in the Main office. All volunteers are vetted through the CPS volunteer interest
form and must complete the background check and fingerprinting to regularly volunteer

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

Parents are expected to ask their child what homework they have each night. By the use of the parent portal, parents can check each students assignments
and will be able to message teachers when assignments are not completed. Each teacher is provided with an email address and can be contacted utilizing
the school's website.

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

Parents can attend PAC, LSC and other sponsored meetings to participate publicly in decisions relating to the education of their children.

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

Students will participate in monthly incentives for Highest Attendance, Character Traits, Student of the Month and Academic improvements. Students will set
goals with their teacher and progress monitor their MAP achievement.

## 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.**

Meet with parents Monthly and explain the process of MAP scores, grading periods, homework percentages and so on.
Meet with parents and discuss the use of technology as a learning tool.
Meet with parents to discuss adolescence

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

**Account(s)**

**Description**

**Allocation**

| Account(s) | Description | Allocation |
|---|---|---|
| 51130, 52130 | **Teacher Presenter/ESP Extended Day**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $0.00 |
| 53405 | **Supplies**<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. | $2671.00 |
| 53205 | **Refreshments**<br>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**<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) | $0.00 |
| **54505** | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $0.00 |
| **54205** | **Travel**<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. | $0.00 |
| **54565** | **Reimbursements**<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 |
| **53510** | **Postage**<br>Must be used for parent and family engagement programs only. | $0.00 |
| **53306** | **Software**<br>Must be educational and for parent use only. | $0.00 |
| **55005** | **Furniture and Equipment**<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 by used only by parents. | $0.00 |