

# Rodolfo Lozano Bilingual & International Ctr ES 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
02/07/2020	All except LSC	review SEF
02/07/2020	All except LSC	review SEF

## 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
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 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)
  - 1 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 1 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 2 Align the budget to the CIWP priorities and the mission of the school
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:**

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**

- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:**
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 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
  - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:**
- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
  - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 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)

- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 2 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:**

## Quality and Character of School Life

- 3 - Relational Trust
  - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 1 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 1 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

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

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1
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: Instruction	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

# Goals

## Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math Attainment with EL students down by 14percentiles and Female African American down 15 percentiles from All school totals of 52 Also Math growth focus on sub population African American Females down 22 perctiles from the all school totals of 55
Root Cause 1	There needs to be deeper differentiation with the sub population
Area of Critical Need 1	Reading Attainment students with and IEP down 34 percentiles from the all school totals of 64

Root Cause 2	We need to have gen ed teachers and dl teacher collaborate on way to expose DL students to on grade literacy material
Area of Critical Need 3	Human & Social Resources in the Community
Root Cause 3	on 5 essentials students noted this area to be neutral. Students have not been exposed in a deep way in engagement and civic life.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math)	Overall		55.00	57.00
we are going to focus on all students to move the needle of attainment				
Vision: NWEA Attainment G2-8 (Reading)	Overall		66.00	68.00
we are going to move our attainment 2 pts per year and continue to focus on balanced literacy Prek-5. and Middle School Novel studies				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		73.00	75.00
we will continue to move the needle to add more student in this category				
(Blank)				
(Blank)				

## Required metrics (Elementary) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey			5.00		



	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
we will continue to maintain Well Organized					

**Custom metrics (67% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice My School 5 Essentials Survey we will continue to maintain Well Organized	5.00	5.00		5.00	

# Strategies

## Strategy 1

If we do...	provide comprehensive professional learning around reading and math designed and led by teachers to support standards aligned instruction.
Then we see...	rigorous curriculum/scope and sequence and instruction for all students.
which leads to...	an increase in NWEA math and reading attainment from 59 to 62 percentile for all students.
Budget Description	Our area of growth lies on teacher Professional Development in math. We will also review our scope and sequence in math to ensure we are aligned both vertically and horizontally. We will survey teachers asking them what kind of PD they want and we will create a year-long plan where we will gather, resources, to meet differentiated learning needs. We will use the two additional DL positions to create a track for 3-8 push-in a track for ELA and another for math. We will have PD, professional readings around learning about one's self in identity and the affect it has on our behavior towards others, horizontal alignment and peer to peer instruction to We will use IL Empower funds to pay under non-instructional hours for teachers to work on this initiative. We will purchase Envision consumables and Engage NY math workbooks for grades 6-8. Also, we will continue with RCC books covering various math skills that students will use to practice their skill sets. We will once again register for IXL software and use Khan academy videos to use as leverage for student's academic trajectory and connector to NWEA student areas of growth.
Tags	CIDL: Curriculum

Action steps	<ul style="list-style-type: none"> <li>• (Not started) All 22 teachers will take a survey sharing what areas in math, science and reading they want more professional development.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) We will spend time between May 2020 and August 2020 looking at a school-wide scope and sequence in 4 content areas areas. Teachers will be paid non instructional time to evaluate and assess the current scope/sequence and review for alignment. Funding will come from IL Empower.</li> </ul> <p>Tags:Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) Based on survey results,the ILT teachers will select Subject Matter Experts that will deliver differentiated instruction throughout the year in math and reading professional development</li> </ul> <p>Tags:Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> <li>• (Not started) We will have all content teachers in meetings focused on vertical alignment in content areas where teachers will meet with their content collaborating partner 4xs a year to calibrate standards</li> </ul> <p>Tags:ONS: Continuous Improvement</p> <ul style="list-style-type: none"> <li>• (Not started) In 2Q teachers will create a schedule where they will experience peer to peer observations during math and reading lessons. Thus, creating a buddy system. 100% of teachers will have the opportunity to visit other classrooms.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers will select a Professional Book Reading focused on The Power of Teacher Rounds by Vivian Toren and Katherine Boles. We will also select a book and/or articles focused on understanding one's self and how our biases affect how we react towards others and how we deliver instruction.</li> </ul> <p>Tags:OSEL: SEL Instruction</p>
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**Strategy 2**

If we do...	provide comprehensive supports for DL students through collaboration, co-teaching and tiered interventions. Distributed leadership where they sharing interventions and we create a school wide document. Each week we add to the document.
Then we see...	DL students accessing grade level material with their peers in a push-in environment
which leads to...	an increase in attainment in NWEA reading from 30 to 40 percentiles

Budget Description	<p>The CIWP Team will offer teachers a survey asking for them to share the areas in Language Arts where they would like more supports. Once the data is gathered they will create a year long action plan differentiated to meet teacher needs. Teacher will attend professional development, workshops, and read professional articles around literacy connected to what they identified as their area of growth. We will use IL Empower funds for subs and teacher non-instructional sessions. We will purchase various chapter books for students that connect to their daily living and continue to add more phonics resources to support students towards at level reading. In primary we will continue to purchase Burst as as one prong towards progress monitoring. Students in grades 3-8 will look into additional research based material for Tier 2 and Tier 3 small group instruction. Finally, we will continue subscriptions such as: Reading A-Z, Unique, and Brain Pop.</p>
Tags	<p>Leadership for Continuous Improvement, Teacher Leader Development &amp; Innovation: Distributed Leadership</p>
Action steps	<ul style="list-style-type: none"> <li>• (Not started) The CIWP Team will create a document where various subject matter experts within the school and district are identified in various areas. All teachers will receive this document and use it as a source to connect with individuals and their expertise.</li> </ul> <p>Tags: Teacher Leader Development &amp; Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> <li>• (Not started) The CIWP Team will send teachers a survey asking them what areas in Language Arts they would like additional supports.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) The ILT team will reach out to district and internal partners to bring their expertise to meet the differentiated teacher needs around Language Arts.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) We will have 2 additional DL teachers in departmentalized classrooms to support in the delivery of grade level content instruction to our DL students.</li> </ul> <p>Tags:</p>

**Strategy 3**

If we do...	<p>Implement lessons from the Facing History and Ourselves curriculum that supports self-identity within students</p>
Then we see...	<p>higher participation of students in the school-wide civics process.</p>
which leads to...	<p>an increase from neutral to strong on the 5 Essentials Survey.</p>

Budget Description	We will work towards ensuring students are exposed to engagement and civic life by offering them experiences that connect to their community. We will leverage the updated middle school curriculum for students to apply what they are learning. We will also create various after-school student clubs created and led by students. We will embrace cultural celebrations around the world and partner with the World Language Teacher to manifest various student-selected activities that will enhance their learning.
Tags	Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Launch a Series of Teacher Professional Developments that are focused on personal/professional identities  Tags:Equity: Targeted Universalism, OSCP: Social/Emotional Support, OSEL: Supportive Classroom Environment</li> <li>• (Not started) Creating a new school committee that will focus on integrating monthly events and opportunities for students to interact across grade bands where their Civic Voice will be present.  Tags:Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Survey existing school committees to determine which ones would be appropriate to have student representatives be included.  Tags:Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Yearly participation in a mock election mirroring a national/ global/ political election.  Tags:</li> <li>• (Not started) Expand the student council program starting by inviting all students to candidate speeches in the fall.  Tags:</li> <li>• (Not started) More frequent and regular engagement with student council by planning school wide events that all students can participate in.  Tags:</li> </ul>

# Action Plan

## Strategy 1

All 22 teachers will take a survey sharing what areas in math, science and reading they want more professional development.

Jun 15, 2020 to Jun 19, 2020 - Teacher leaders in grade bands

We will spend time between May 2020 and August 2020 looking at a school-wide scope and sequence in 4 content areas areas. Teachers will be paid non instructional time to evaluate and assess the current scope/sequence and review for alignment. Funding will come from IL Empower.

Jun 23, 2020 to Aug 24, 2020 - Teacher Leaders in Grade Band

Based on survey results, the ILT teachers will select Subject Matter Experts that will deliver differentiated instruction throughout the year in math and reading professional development

Jun 23, 2020 to Aug 24, 2020 - ILT

We will have all content teachers in meetings focused on vertical alignment in content areas where teachers will meet with their content collaborating partner 4xs a year to calibrate standards

Aug 24, 2020 to Jun 14, 2021 - ILT

In 2Q teachers will create a schedule where they will experience peer to peer observations during math and reading lessons. Thus, creating a buddy system. 100% of teachers will have the opportunity to visit other classrooms.

Oct 30, 2020 to Jun 04, 2021 - Teacher Leaders in grade bands

Teachers will select a Professional Book Reading focused on The Power of Teacher Rounds by Vivian Toren and Katherine Boles. We will also select a book and/or articles focused on understanding one's self and how our biases affect how we react towards others and how we deliver instruction.

Aug 24, 2020 to Apr 30, 2021 - CIWP Team

## **Strategy 2**

The CIWP Team will create a document where various subject matter experts within the school and district are identified in various areas. All teachers will receive this document and use it as a source to connect with individuals and their expertise.

Jul 01, 2020 to Aug 15, 2020 - CIWP Team

The CIWP Team will send teachers a survey asking them what areas in Language Arts they would like additional supports.

Jun 15, 2020 to Jun 19, 2020 - CIWP Team will launch the survey

The ILT team will reach out to district and internal partners to bring their expertise to meet the differentiated teacher needs around Language Arts.

Sep 07, 2020 to Jun 14, 2021 - ILT

We will have 2 additional DL teachers in departmentalized classrooms to support in the delivery of grade level content instruction to our DL students.

May 18, 2020 to Aug 24, 2020 -

### **Strategy 3**

Launch a Series of Teacher Professional Developments that are focused on personal/professional identities

Aug 23, 2020 to Jun 18, 2021 - CIWP Team/Vendors

Creating a new school committee that will focus on integrating monthly events and opportunities for students to interact across grade bands where their Civic Voice will be present.

Apr 20, 2020 to Aug 31, 2020 - CIWP Team

Survey existing school committees to determine which ones would be appropriate to have student representatives be included.

May 25, 2020 to Jun 12, 2020 - CIWP Team

Yearly participation in a mock election mirroring a national/ global/ political election.

Aug 24, 2020 to Dec 31, 2020 - Social Studies Teacher/ staff

Expand the student council program starting by inviting all students to candidate speeches in the fall.

Sep 04, 2020 to Oct 09, 2020 - Student Council Sponsor

More frequent and regular engagement with student council by planning school wide events that all students can participate in.

Oct 09, 2020 to Jun 18, 2021 - Student Council/ Sponsor

## **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.**

Our ILT along with our LSC meets regularly as a strategic planning committee to analyze student progress and work towards identifying trends/patters and use this information to leverage the next steps in improving student outcomes. At a state level, we have not met expected goals. As a result, we began to create differentiated pathways to ensure we offer a robust/high quality educational plan grounded on the concept that all students will improve their achievement standards. We will continue to progress monitor this model and leverage it to create a learning platform that is accessible to all students that will ultimately improve student achievement.

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

In middle-school, Lozano is working on creating a collaborative co-teaching push-in model in ELA and Math. The goal is to have all students experience grade-level material as scaffolding and accommodations/modifications occur. This will offer students the opportunity to master the necessary skills to meet proficiency and move into mastery at a much quicker pace.

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

Our Lozano staff is committed to take Professional Development classes tailored to their needs that guide them into creating robust strategies that will strengthen instructional practices and t enhances the delivery of the lesson. along with the creation of a differentiated MTSS model that addresses student learning gaps, loss of learning due to a remote environment, and be able to identify student needs that will be addressed for mastery to occur.

**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).**

Lozano is developing a plan that identifies student needs and using the data to create a learning plan for each student. In this learning plan, we will recommend before/after school tuotiring, periodic counseling to discuss career goals and launch student clubs created and will be led by students to increase ownership of actions and the acknowledgement of student voice.

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

Teacher Positions are posted and the vacancies are shared with staff to help recruiete candidates to interview. Universities are notified of vacancies and they are asked to share the information with recent grads. A interview team comprised of teachers, parents and administration interview candidates to see if they are a good fit for Lozano.

**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.**

On-going professional development is offered through 3 major buckets. The network of subject matter experts and university workshops focus school-wide priorities and teacher choice based on their personal needs.

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

A wide variety of parent meetings and workshops take place throughout the school year. These meetings focus on ways parents at home can support their child. Now more than ever, we will target Remote Learning as a topic of conversation. We will have subject matter experts share Best Practices with parents. In these meetings we will address the school's mission, vision, assessments, curriculum development and highlight the correlation between student attendance and student engagement. We will continue to build relationships with parents to increase parent involvement at Lozano. When we are able to go back to school, we will hold events such as: literacy night, math night, grateful at the table, ice-cream social for students/parents and we will create a survey for parents to share what other types of school-wide activities they would like to see at Lozano.

**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.**

Lozano holds monthly pre-school meetings focused on academic success and nurturing the whole child. Annually, we hold step-up to kinder sessions where parents learn kinder expectations. In addition, Lozano has applied for a step up summer program targeting in-coming kindergarten students.

**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.**

Each year, teachers create a portal where they document the assessments that will be given to students. The assessments are selected based on student need and the type of data that is needed to create thoughtful strategic plans that include high quality robust instruction. Each grade band meets to discuss the the student population they serve and select the best assessments that will diagnose in a deep way student achievement.

**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.**

Lozano has launched an MTSS team that has rolled-out an intervention program to meet the needs of all students. A schedule has been created for student frequency/duration based on the skill that needs to be mastered and the level of support the student requires to have a positive outcome.

**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.**



Lozano offers nutrition programs for both students and parents. Student programs come from our Health and Wellness Program where the district identifies us with distinction. Parent nutrition programs come from the partnership with ASPIRA and the University of Illinois at Chicago. Our parents have formed a Book Club where they select a good-fit book and the genre of their choice. The book club meets weekly. To fill the soul, 2x's a week parents have Zumba classes where they donate money that is later used for student events.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Parents will be involved in developing the NCLB Parent Involvement Policy and Compact. The 1st annual meeting will be held as soon as the district gives us guidance. At this meeting we will share the current state of the school and develop an improvement plan. We will hold monthly meetings to discuss both student and parent opportunities that will enhance family experiences. Parents will continue to be part of the strategic planning towards academic improvement.

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

Lozano will hold it's annual meeting when deemed appropriate by the district. Funding and budget allocations will be discussed to check/balance if the allocations still hold for the current year. A survey

will be generated for parents focused on interest. The school will then seek workshops, speakers, subject matter experts focused on the topics of interest. On a monthly basis, parents will share with the LSC current initiatives.

**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.**

The ELPT will present at all parent school meetings to provide information and current happenings of interest to families. Parents will be the drivers of making recommendations in both parent and student activities focused on improving student education. The vehicle of communication will be in various forms to ensure we cast a wider audience. Within this same framework we will be using this platform to leverage an increase in parent leadership and begin to build a cadre of self-sufficient independent partners that will serve as a voice for the Lozano Community.

**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.**

As soon as the data is available, Lozano will hold town-hall meetings where we will explain to parents the State assessment and the meaning of its results. Parents will then receive copies of the results and will be able to meet 1 on 1 with teachers for further clarification.

**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.**

As soon as the notices arrive, Lozano has a process in place to let parents know when their child has been assigned to a teacher who is not "highly qualified". Parents will receive a letter from the school sharing the information and offering follow-up conferences for parents who have questions/concerns.

**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.**

All NCLB/PAC and BAC meetings are scheduled at school and have a component designed to help parents understand the requirements of Title I. Lozano will hold an annual meeting to explain the process.

**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.**

To address this, parents will be invited to attend an orientation for each of the grade levels within the first 30-days of our attendance. All parent meetings will have a component connected to academic needs and systems/structures that can be in place for parents to use in supporting their child. Parents will be highly encouraged to use Parent Portal to be kept abreast of their child's academic progress. The meetings will be held at various times including virtually to meet their availability needs.

**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 will be asked to create a home communication plan that will support families and will flexible to address family needs. The vehicle of communication will be generated in various ways. Googlemeets, flyers, website, phone calls and robocalls. Teachers and parents will serve as pillars for students to lean on throughout their educational journey.

**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.**

A wide variety of parent meetings and workshops take place throughout the school year. These meetings and workshops are used to inform parents about different programs and opportunities implemented at the school level. These sessions focus on ways parents can support their child. In preschool we hold monthly meetings that range from healthy eating to preparing for kinder. Subject Matter Experts are selected to present the information based on student needs.

**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 information to parents are sent on a monthly basis as well as on an as needed basis. The information will be communicated through the monthly family newsletter as well as the school calendar and website. In addition, we will continue with robocalls and flyers to send out invites to meetings and special events.

### Policy Implementation Activities

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

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

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

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

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

n/a

### School-Parent Compact (Complete)

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

At Rodolfo Lozano Bilingual and International Magnet School we offer a high quality dual language education to children in grades Pre-K through 8th. Upon graduating, our children will read, write, understand and speak two languages. We operate on the premise that every child can develop the competency to be college and career ready. Lozano provides children with an academically rigorous educational model which embraces human communication, understanding, empathy and appreciation of diversity at a global level. We strive to prepare children to exemplify the qualities of international citizenship to meet the demands of our competitive society. Lozano is committed to establishing collaborative and caring learning environment amongst children, teachers, local community and parents.

**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.**

The school can provide parent teacher conference by appointment 2 times a year. In addition, we will hold google meets whenever possible to accommodate parent schedules.

**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 can provide parents with frequent progress reports through the parent portal, a report sent home, on an as needed basis, or by appointment with the teacher if necessary.

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

Lozano always shares with parents ways to be contacted. The general procedure is to call the school and to set-up an appointment. Another way is to send an email to the teacher where she will respond within 48hrs to make the arrangements.

**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 always welcomed at Lozano and they have various ways to volunteer such as: in their child's classroom at the teacher's request with fieldtrips, special events, or activities.

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

Parents are not only required to monitor their child's attendance and homework but also support them by being involved in the school and attend important meetings. Maintaining frequent communication with their teachers is also very important. Dedicating time to children on a regular basis to discuss homework and goals is a way to demonstrate support as a parent. Lozano will offer Social Emotional workshops for both parents and students especially now as we go through unprecedented times.

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

The parents will participate in decisions relating to the education of their children as needed and maintaining good communication with the student's teacher. In addition, the parents have the opportunity to share their voice during structures meetings such as BAC, PAC, and LSC.

**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 can assure their academic achievement by staying engaged, placing a bigger focus on extracurricular reading, maintaining parents and teachers informed of their strengths and weakness. Also, by creating a structured plan at home that offers them success in the classroom.

## 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.**

The funds will be used for parents to purchase resources that are aligned with supports and materials to enhance their partnership in their child's academic journey. Some of these resources are also for self-enrichment to support parents to be the best that they can be.

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

### Account(s)

### Description

### Allocation

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$838.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00
<b>54125</b>	<b>Consultants</b> 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

<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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