

# James Otis Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
Nancy Mendez	Principal	nmendez@cps.edu	Has access
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Kathleen Rodger	Counselor	kmrodger@cps.edu	Has access
Jamie Tha	Upper Diverse Learning Teacher	jtha1@cps.edu	Has access
Laura Espitia	Parent Advisory Council		No Access
Felipa Avelino	Parent Advisory Council		No Access

## Team Meetings

Date	Participants	Topic
01/22/2020	Galvan, Ghuneim, Jump, Mendez, Pugh, Ratulowski, Rodger,	SEF
01/29/2020	Ewing, Galvan, Ghuneim, Jump, Midura, Mendez, Pugh, Rodger, Tha	SEF
02/19/2020	Cross, Galvan, Ghuneim, Jump, Midura, Mendez, Pugh, Ratulowski, Rodger	SEF
02/26/2020	Cross, Galvan, Ghuneim, Jump, Midura, Pugh, Ratulowski, Rodger, Tha	Root Cause Analysis

Date	Participants	Topic
03/25/2020	Cross, Galvan, Ghuneim, Jump, Midura, Mendez, Pugh, Ratulowski, Rodger	Root Cause Analysis
04/01/2020	Mendez, Pugh	Root Cause Analysis
04/15/2020	Cross, Galvan, Ghuneim, Jump, Mendez, Pugh, Ratulowski, Rodger	Theory of Action
04/29/2020	Cross, Galvan, Ghuneim, Jump, Midura, Mendez, Pugh, Ratulowski, Rodger	Theory of Action
05/06/2020	Mendez, Pugh	Parent Plan

# Framework

## Category scoring

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

## Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** The Mission of James Otis World Language Academy is to guide students to take ownership of their learning through reflective thinking, high expectations and a commitment to achievement. Otis Elementary provides a balanced curriculum designed to meet the academic, cultural and social-emotional needs of the entire student body. Through our Personalized Learning

initiative, students will engage in rich, relevant, and diverse learning experiences to grow into self-assured, open minded and inquisitive learners. All members of the Otis community are committed to grow as productive, caring, and responsible citizens. Personalized Learning Portrait of an Otis Graduate: Passionate Readers; Inquisitive Thinkers; Empowered Learners; Resilient Problem Solvers; Empathetic Citizens

- 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
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Teacher capacity in providing teacher on teacher professional development in literacy, math, MTSS, social-emotional learning, Personalized Learning, systems and structures school-wide. Utilize master schedule to maximize academic, social-emotional, and enrichment supports for all students. Funding prioritized to ensure equity related to the school mission and vision, as well as, Personalized Learning initiative. Strategically hire and assign teachers and staff based on areas of expertise for all content areas of instruction, as well as, diverse learning needs. Capital Improvement Project for interior and exterior of school and commissioned community partner to create mural on exterior of school. In 2020-2022 ensure increased parent and community involvement via LSC engagement and commitments.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 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:** Scope and Sequence created for reading and mathematics. Continue to strengthen curriculum maps aligned to CCSS. Strengthen school-wide implementation of the Second Step SEL Program as part of health education. Continue to strengthen Balanced Literacy, as well as, reading and writing

workshop in Pre-K-3. Continue to strengthen teacher led professional development opportunities. Continue to strengthen unit planning and provide professional development and resources for backward design. Continue to strengthen knowledge and expertise in the Personalized Learning initiative (continuous professional development/resources). Challenges: Develop scope and sequence aligned to NGSS, as well as, the learning standards for Humanities.

- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** SEL - Continue to strengthen school-wide implementation of Second Step and Talking Circles. PL - Continue to provide professional development in the Personalized Learning initiative focused on the pathways to learning for all students. Continue focus on student-centered learning (ownership) and a Portrait of an Otis Graduate. PD - Continuation of teacher-led professional development relative to small group instruction (differentiation), analysis of student work, backward design (unit planning), progress monitoring, and reflective practice. Strengthen classroom instruction aligned to CCSS utilizing data-driven instruction. Strengthen school-wide literacy and math scope and sequence (curriculum maps).
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy

- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** The assessments are provided for the GoMath curriculum (i.e. diagnostic, formative, and summative assessments). Teachers will continued to use exit slips as a means to determine the students knowledge of the content taught. The teachers use multiple measures to gauge student learning (formative assessment, computer based programs - Moby Max, mClass/DIBELS/TRC, and direct instruction/observation). The students goal set per NWEA and curricular data. The teachers and students progress monitor academic performance and chart/collect performance data. The Support and Ancillary Staff work in conjunction with the teachers to provide targeted interventions for Tier II and Tier III students using data from NWEA (i.e. the Learning Continuum) and mClass.
- 3 - 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)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 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)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 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)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 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:** Continue to strengthen the contents of the MTSS Handbook as needed in alignment with current and upcoming school-wide practices. Continue to focus on a unified system for progress monitoring and ownership of learning. Continue to develop a student-centered culture for goal-setting and celebration for academic achievement. Continue to provide academic supports for Tier II and Tier III students leveraging the Ancillary and Support Staff for small group targeted instruction. The MTSS Lead and ILT will continue to provide professional development workshops for teachers and staff regarding best practices for implementation of interventions, unification of instruction and learning practices for school-wide coherence, tracking, and progress monitoring.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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:** Strengthen connection between current academic performance to post-secondary success with continual use of the Naviance tool for college/career. Strengthen student project-based learning and use of SMART goals for literacy and math by 5th, 6th, 7th, and 8th grades. Utilize GoCPS tool for high school applications for 100% compliance for 8th grade students and ensuring scheduled visits to high schools. Utilize student portal to view and track student grades and academic progress, and strengthen performance/achievement on NWEA utilizing the Learning Continuum for skill development and ensuring on-pacing movement of grade level Scope and Sequence. Strengthen eighth grade capacity/performance on creating and organizing research projects and slide presentations regarding future career choices utilizing the Naviance tool and Google slides. Host Career Day for middle school students and participate in annual Network high school fair.

## Quality and Character of School Life

- 3 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 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:** Strengthen SEL practices school-wide to support teacher-student and student-student trust and collaboration via Second Step, monthly character education attributes, coherence with PBIS, check-in/check out practices, talking circles, peace circles (as necessary), personalized learning practices, and increasing positive school climate via Student Advisory Council (student voice). Strengthen teacher practice in collaborative responsibility in increasing instructional practice, including lesson/unit planning (coherence), instructional planning (core instruction), grading (coherence), peer observations (instructional core walks), feedback, assessment (coherence), data analysis and goal-setting (to inform practices).
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 1 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Strengthen student government activities and voice via Student Advisory Council to include participation in CIWP, school-wide spirit activities, attendance incentives, project-based learning, academics/enrichment, personalized learning, civic responsibility, volunteerism, after school programming, and community service. Incorporate student suggestion boxes in classrooms to encourage and support student voice school-wide.
- 4 - Physical and Emotional Safety

- 4 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)
- 4 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:** The Instructional Leadership Team (ILT) and Behavioral Health Team (BHT) devised school-wide structures in order to ensure common language and processes throughout the building. The Three Be's of Otis (Be Respectful, Be Responsible, and Be Safe) is the main umbrella of our physical and emotional safety. The students are aware of the expectations in the classroom, in the hallway, in the lunchroom, during recess, etc. Examples - During transitions, students are transitioning at a Voice Level of Zero. During group work, students are working at a Voice Level of One or Two. During lunch, students are engaging in conversation at a Voice Level of One or Two. The building has undergone major renovations within the last six months. The scope of the work completed by Chicago Public Schools includes, but is not limited to tuck pointing; roof repairs, floor tile replacements; painting of hallways; painting of main office; painting of some classrooms; and the repair of the heating system. In addition to the aforementioned works, one of the community partners is in the process of painting a Chicago Cubs mural on east side of the school building. In efforts to further beautify the school, the Administration Team purchased and hung college pennants, flags from around the world, and posters related to our learning focus (the Learning Planning Initiative). The Behavioral Health Team and Student Advisory Team are essential to developing the school's climate. The Behavioral Health Team (BHT) meets weekly to discuss behavioral concerns, social emotional supports for students, and disciplinary data. The Student Advisory Team focuses on student leadership, student investment in the school community, and student voice. The Student Advisory Team meets weekly to develop, review, and promote school-wide social emotional activities, events, and incentives. It is our belief that the cosmetic, structural, and foundational changes, will lead to an uptick on various aspects of the My School My Voice Survey.
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 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)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** The James Otis World Language Academy community will achieve our vision by cultivating a learning environment that fosters intellectual, social, and emotional growth. Through the Personalized Learning initiative and a differentiated instructional approach, Otis will challenge our students to become critical thinkers while meeting their individual academic and social-emotional needs. A consistent message is used across all grade levels to set the tone for the school climate. Social-Emotional Learning is categorized in the following pillars: Social Awareness (Empathy); Developing Healthy Relationships; Self-Awareness; Responsible Decision-Making; and Self-Management. The Second Step Lesson is



taught on Monday (or the first day of the school week) and the context of the lesson is thread through the remaining days of that week. In addition to the Second Step Program, we use Common Language school-wide; focus on "WHY?" behavior happen; use Positive Behavior Interventions and Supports, as well as, Restorative Practices. The teachers utilize Talking Circles and Restorative Conversations to restore the classroom climate and/or as a means to discuss issues impacting the class community. The discipline of students is in accordance with the Student Code of Conduct. We ensure students receive due process. As part of the school-wide handbook, the students complete the STEP Up Form. The STEP Up Form allows the students to Say the Problem; Think of Possible Solutions; Explore the Consequences; and Pick a Solution. The Behavioral Health Team (BHT) meets weekly to discuss behavioral concerns and disciplinary data.

- 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).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 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:** Parents are involved in the Parent Advisory Council (PAC), Bilingual Advisory Council (BAC), and Local School Council (LSC). The PAC and BAC groups meet five times a year. The LSC meets monthly from September through June. The parents from the PAC and BAC participate in workshops geared toward assisting their children academically, as well as, from the social emotional perspective. The parents have engaged in informational workshops related to Immigration (Deferred Action for Childhood Arrivals -DACA); Health and Nutrition; the Use of Technology (positive and negative effects); Understanding Gang Activity; Literacy Development in Children; and How to Strengthen Mathematics Skills to name a few. Also, the parents participated in Arts and Crafts activities lead by Otis staff members. The parents provided input on the school-wide attendance incentives and completed the parent section of the School Effectiveness Framework. Parents from the PAC, BAC, and LSC are partnering with Administration and the Student Advisory Council to plan the Father Daughter Dance.

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## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	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
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

## Goals

### Areas of critical need and root cause analysis

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

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

### Vision metrics

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>Strengthen Tier I standards-based core instruction. Utilize supports (professional development, targeted interventions, assessments) and resources (professional development and web-based tools) with fidelity to target the areas of academic deficiencies per student data.</p>	African American Male		50.00	57.00
	Students with IEPs		28.00	35.00
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>Strengthen Tier I standards-based core instruction. Utilize supports (professional development, targeted interventions, assessments) and resources (professional development and web-based tools) with fidelity to target the areas of academic deficiencies per student data.</p>	African American		45.00	52.00
	Female		52.00	57.00
<p>Vision: NWEA Attainment G2 (Math)</p> <p>Strengthen Tier I standards-based core instruction with a focus on foundational skills. Utilize supports (professional development, targeted interventions, and assessments) and resources (professional development and web-based tools) with fidelity to target the areas of academic deficiencies per student data.</p>	African American		21.00	27.00
	Overall		35.00	43.00
(Blank)				
(Blank)				

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

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<p><b>My Voice, My School 5 Essentials Survey</b>            During SY 2018-2019, we were identified as Organized. Upon review of the 5 Essentials Survey, Effective Leaders, Collaborative Teachers, Supportive Environment, and Involved Families were rated as Neutral. During the 2020-2021 and 2021-2022</p>				70.00	75.00

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
school years, we will focus on the aforementioned areas in order to strengthen the neutral areas via collective responsibility and accountability by all stakeholders.					

**Custom metrics (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
5E: School Commitment School commitment is specifically connected to every staff member feeling empowered and responsible for a leadership position.	18.00	30.00		45.00	65.00

# Strategies

## Strategy 1

If we do...	provide greater access to grade level content and scaffolded supports for all students, .
Then we see...	students engaged in productive struggle with cognitively demanding tasks,
which leads to...	strong and engaging instruction that will foster high expectations of all students
Budget Description	PD related to math discussions and questioning strategies at all levels. Additional supports for PLC text, accountability, etc.
Tags	Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>(Not started) Ensure teachers are teaching to the standards, providing high-quality grade level instruction (Tier I).</li> </ul> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Ensure teachers target students' academic areas of deficiencies (Tier II and Tier III).</li> </ul>

	<p>Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> <li>(Not started) Ensure students have equal access to high-quality grade level instruction.</li> </ul> <p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Math: Equitable Access</p>
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**Strategy 2**

If we do...	develop coherent MTSS practices school-wide to include high academic and tiered interventions, as well as, increase fidelity to restorative practices and Second Step,
Then we see...	academic improvements in reading and mathematics, as well as, increase students' ability to demonstrate empathy and become reflective learners,
which leads to...	increased student academic growth and decreased office referrals (focus areas: reading & math overall and African American learners).
Budget Description	Professional development (MTSS-academic, behavioral, social-emotional); restorative practices; Second Step.
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>(Not started) ILT and PLC's will analyze and progress monitor data in 5 week intervals to coincide with progress reports (academic).</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>(Not started) Conduct pulse checks in 5 week intervals regarding impact of Second Step and Restorative Practices (behavioral; social-emotional).</li> </ul> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership</p>

**Strategy 3**

If we do...	cultivate high levels of formative assessment and develop school-wide coherence in balanced grading practices,
Then we see...	increased understanding of mastery of standards for Tier I instruction and areas of individual academic growth for Tier II and Tier III interventions,

which leads to...	increased student growth and attainment in focus areas (mathematics and reading overall and for African American learners).
Budget Description	Formative assessment in mathematics and reading anchor texts and expert professional development.
Tags	Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Ensure teachers are aware of and focused on assessments to support learning, progress, and accountability (i.e. backwards mapping).  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative</li> <li>• (Not started) Ensure assessment is embedded in the learning process. Ensure assessment is tightly interconnected with curriculum and instruction.  Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System</li> <li>• (Not started) Ensure assessment is used to inform instruction and guide the student's next steps (i.e. checking progress and achievement).  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> </ul>

# Action Plan

## Strategy 1

Ensure teachers are teaching to the standards, providing high-quality grade level instruction (Tier I).

Sep 08, 2020 to Jun 20, 2022 - Teacher

Ensure teachers target students' academic areas of deficiencies (Tier II and Tier III).

Sep 08, 2020 to Jun 20, 2022 - Teacher

Ensure students have equal access to high-quality grade level instruction.

Sep 08, 2020 to Jun 20, 2022 - Administration, Teacher

## Strategy 2

ILT and PLC's will analyze and progress monitor data in 5 week intervals to coincide with progress reports (academic).

Sep 14, 2020 to Jun 20, 2022 - Faculty and Staff

Conduct pulse checks in 5 week intervals regarding impact of Second Step and Restorative Practices (behavioral; social-emotional).

Sep 14, 2020 to Jun 20, 2022 - Faculty and Staff

### **Strategy 3**

Ensure teachers are aware of and focused on assessments to support learning, progress, and accountability (i.e. backwards mapping).

Sep 08, 2020 to Jun 20, 2022 - Administration, Teachers

Ensure assessment is embedded in the learning process. Ensure assessment is tightly interconnected with curriculum and instruction.

Sep 08, 2020 to Jun 20, 2022 - Teachers

Ensure assessment is used to inform instruction and guide the student's next steps (i.e. checking progress and achievement).

Sep 08, 2020 to Jun 20, 2022 - Teachers

## **Fund Compliance**

### **ESSA Program**

ESSA Schoolwide Program

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

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

### **ESSA Schoolwide Program**

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

The achievement data for students indicates the following:

- Mathematics ? 37 percentile in growth and 30 percentile for attainment (NWEA)
- Reading - 73 percentile in growth and 43 percentile for attainment (NWEA )
- BOY 2019-2020 - (48% significantly below; 13% below; 10% meeting; 29% exceeding (DIBELS/TRC for K-2 students)

Looking specifically at academic and instructional practices, the Primary Students come to school totally excited for and prepared to engage in their daily learning, because their learning is relevant, age appropriate, and rich in content. They begin each day with group time, updating each other on their learning and projects, while also taking part in necessary group learning like Phonics, Math Talks, and unit-based content instruction. Students have age-appropriate but meaningful autonomy about how they use their time each and every day, with significant coaching and direction from teachers. Students engage deeply with an up-to-date mix of materials - books, manipulatives, tablets, arts materials, computers, writing pads, etc. - and with multiple stakeholders beyond just their classroom teacher(s) and specials teachers: support staff, admin, students outside their own grade level, community members, parents, experts, and more. They regularly receive feedback from adults on their progress toward shared goals and articulate what they will do next to strive toward their goals. The Intermediate Students can't wait to come to school because their classrooms are modern, inviting, and fun! They have access to diverse collections of books that cultivate passionate readers and information seekers. Each day commences with community meetings, where students reflect on their strengths, interests and needs. With gentle guidance, students gain self-advocacy skills and develop a sense of autonomy. Our students know precisely what they are learning and the steps that lead to successful outcomes. Taking ownership of their learning and being resilient and self-pacing as they master grade-level content through a variety of modalities. Their school day includes stimulating and engaging content, driven by reflective and supportive instruction. Intermediates are confident, inquisitive, responsive learners. Peers are collaborators and learning companions, rather than competitors. The Middle Grade Students seek out meaningful connections and applications of their learning; connecting ideas both locally and globally. They are confident in their personal awareness and learning styles. They are also cognizant of their personal learning needs and advocate to their benefit. Students have a wealth of resources at their disposal and the knowledge and skills to use them. They reflect on their learning, learn from their mistakes and seek information to help them grow. Each day begins with students monitoring their portfolios, peer conferencing, collaborating, problem-solving, and celebrating their successes. The content based on richly designed learning experiences, new strategies, skills and standards will take place in a cozy, safe, community setting with input from all stakeholders. The Cluster Students come to school totally excited for and prepared to engage in their daily learning, because their learning is relevant, age appropriate, rich in content and on their current level. When students are walking to their classroom in the morning, they are treated and viewed as their peers in the same grade level and are given the opportunity to practice skills without disruption. They begin each day with eating breakfast in the classroom and listening to announcements, the same as their general education peers. Students move into small group for instruction and center rotations based on their levels. Each center will have an adult, fulfilling a variety of roles, given the needs of the student and time of year. They will have the paraprofessional support (as is outlined in their IEP) all throughout the school day in order to foster their independent functioning skills, keep students on-task, and implement teacher-created academic and behavior plans. The teacher will teach the lessons and train the paraprofessionals at each station for a variety of roles, including helping students make choices in learning activities, run teacher created activities, or give assignments that reinforce the teacher's previous instruction. Students will engage in activities in all the subject areas (reading/language arts, math, science, social studies) and in the areas of independent functioning, social/emotional learning, life skills and communication. Students have autonomy based on their current levels of functioning and will be guided about how they use their time each and every day, with significant coaching and direction from the teacher and paraprofessionals. Students engage deeply with an up-to-date mix of materials including books, manipulatives, tablets, arts materials, computers/tablets, headphones and appropriate assistive technology. They regularly receive feedback from adults on their progress toward their goals and articulate what they will do next to strive toward their goals. The learning is relevant to each student, so they take it with them everywhere they go, inside and outside of the physical school building. Students



know precisely what they are learning through daily repeated mantras. They take ownership of their learning and learn how to productively struggle to build perseverance and problem solving skills.

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

As part of the Personalized Learning Model, teachers regularly engage in deep and productive work alongside their colleagues. This is the opposite of the well-known "just let me close the door and teach" paradigm. Thus, the teachers will be meaningfully aware of and engaged in each other's teaching and learning across the building. Teachers have and will continue to utilize their planning time effectively and efficiently, because they are engaged in and truly connected to enhancing their classroom practice. The majority of time with students is student-driven and teacher-facilitated, and the teachers know their students and their learning pathways. Teachers will continue to participate in meaningful work time with their colleagues on a regular basis. Teachers across the building (DL, Essentials, Support Staff) will continue to be intertwined with the daily learning of students, through both co-planning and co-teaching, as well as, teachers utilizing this model to engage in deep and flexible learning alongside their 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.**

The Personalized Learning Model will serve as a means to strengthen the core academic instruction and increase the amount of quality learning. The faculty and staff will focus on the underserved populations as follows by:

- Promoting just and fair inclusion by creating the conditions in which everyone can participate, prosper, and reach their full potential.
- Ensuring that every child receives what he or she needs to develop their full academic and social potential.
- Examining biases that interrupt inequitable practices (ensuring an inclusive school environments for all).
- Discovering and cultivating the unique gifts, talents, and interests that each stakeholder possesses.
- Removing the predictability of success and failure that currently correlates with race, class, gender, gender identity, or any other social or cultural factor.

**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).**

Moving forward, we would like to create a Lab of Learning at Otis. This will be a chance for teachers to think of teaching and learning as ever-changing. Teachers are constantly looking at themselves as researchers of their students. The culture is an open door, growth mindset so that teachers are constantly learning and supporting one another. Aligned to our vision, teacher will show coherence around the school's plan of action in order to achieve our vision. This innovation consists of all stakeholders understanding our approach(plan) that will reach our vision, highlighting the overlap to ensure coherence in all priorities. A clear professional development plan will also support this innovation. We must make perfectly clear that we will challenge all learners to think critically through engaging and relevant units that are designed with students' needs, strengths, and success criteria in mind. In that, we will develop and nurture holistic learning environments, through a learning and development strategy that creates a culture of continuous and relevant learning to each child that meets their needs.

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

James Otis World Language Academy's strategy to attract and retain high-quality, highly-qualified teachers revolve around focusing on our strengths. The strengths include, but are not limited to

- Providing administrative and peer support
- Empowering leadership teams
- Opportunities to collaborate with colleagues and administration
- Collaborative administration team (not a top down approach)
- Opportunities to lead/facilitate and attend professional development workshops
- Staff treated as professionals
- Diverse student and staff population
- Engagement in weekly professional learning communities
- Faculty and Staff have agency and autonomy
- Classrooms are student-driven with teachers facilitating the learning
- All Teachers (including SPED and Essential Teachers) are given consideration, recognition, and a platform for their knowledge of students, content, or learning strategies.
- Teachers consistently know what events are coming up and are able to plan for these events with adequate time, without sacrificing instructional time

**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.**

The teachers will continue to engage in professional development geared toward improving their instructional practices; Personalized Learning; Understanding by Design; assessment; Social Emotional Learning; Multi-Tiered System of Support (MTSS); analyzing data; promoting and ensuring equal access to rigorous coursework for all students, etc. The administrators will continue to engage in professional development geared toward promoting and engaging in high quality instruction/learning; data-driven decision-making; supporting and coaching teachers; as well as, providing, promoting, and ensuring equitable opportunities for all students.

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

Parents are involved in the Parent Advisory Council (PAC), Bilingual Advisory Council (BAC), and Local School Council (LSC). The parents on the aforementioned committees meet monthly. The PAC and BAC parents participate in various workshops geared toward assisting their child(ren) with meeting and exceeding their academic expectations and social emotional well-being. Moving forward, we plan to create a team to lead engagement efforts with families by planning an explicit strategy. The plan will be shared with all stakeholders for feedback. Thereafter, the team leader will monitor data with administration in order to ensure the efforts are impactful and increase parent participation.

**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.**

Kindergarten is a huge event for parents and children. For students who have struggled academically and/or socially during pre-school, it is a transition that needs careful planning and attention. We would explore a variety of options to ease the transition including, but not limited to the following:

- Pre-School Teachers will plan visits to the Kindergarten classrooms for the students to begin preparing for Kindergarten.
- Hold a Kindergarten Camp or Morning Drop In? as a means for students to get a sense of what the day will entail as a Kindergarten Student.
- Communicate with parents in order to ascertain information about their child's interests, strengths,

learning style, special needs, etc.

- Hold an Open House for parents to ask questions and students to meet future classmates.

**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.**

The Instructional Leadership Team (ILT) worked in conjunction with administration to tweak the MTSS Handbook. The handbook includes tracking sheets, parent contact logs, goal setting logs, parent contact letter, menu of interventions, tracking protocols, etc. Teachers will continue use the Student Goal-Setting sheets (per NWEA and DIBELS/TRC data) to progress monitor and conference with students (using student data folders). The Go Math assessments are provided by the curriculum, including diagnostic, formative, and summative assessments, and teachers frequently utilize Exit Slips to drive further instruction. The teachers use rubrics to assess constructed responses in writing. Teachers also use the REACH Performance Tasks to guide curricular decisions. School-wide progress monitoring tools (Moby Max, running records, mClass/DIBELS/TRC) are available to all and widely used by teachers.

**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.**

Due to MOY test data, MTSS was a top priority, scheduled at a specific time of the day in order to ensure fidelity of implementation. Moving forward, we plan to modify our schedule in order to create a schedule that will include interdisciplinary blocks and also build in time for all grade levels to have intervention blocks or enrichment blocks based on individual student needs. We will set up a uniform system with clear success criteria to monitor student progress in both reading and math, and social emotional learning. We also plan to ensure that Tier I supports are being universally applied through the use of success criteria, which will involve further training alongside our partners to ensure fidelity of implementation on a school-wide level.

**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.**

Title I funds will be utilized for instructional materials and parent training.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements,

parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

The parent involvement plan and policy will revolved around the scheduling on meetings in order to solicit input from parents/guardians. The topics of discussion and planning will include the scheduling of meetings, programs, and activities that meet specific needs of the parents/guardians, as well as, serve as a means to solicit their input regarding to future progress of the school.

**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 I annual informational parental/guardian meeting and the organizational parent meeting is scheduled to take place on September 25, 2020. The Title I Parent Advisory Council (PAC) Chairperson will schedule monthly NCLB Title I PAC meetings with topics of discussion and/or professional developments related to the interest and needs of the parents/guardians.

**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 parents/guardians will engage in scheduled meetings each month. In addition to attending the monthly meetings, the parents/guardians will be afforded many opportunities to meet with administration, as well as, teachers in regards to information related to their child(ren). The school-based stakeholders (administration and teachers) will ensure parents/guardians engage in and feel welcome to discuss student learning.

**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.**

The parents/guardians will be provided with information regarding the school's curriculum, academic assessment, Social Emotional Learning and proficiency levels via the school newsletters, student agendas, parent/guardian workshops, promotion policy letter, teacher-parent/guardian conferences, mid-quarter reports, quarter report cards, parental notices, parent portal, Blackboard Messaging (telephone, e-mails, and texts), marquee postings, open house event, as well as, via the school's website.

**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.**

The parents/guardians will receive a letter of notification indicating their child(ren's) teacher(s) status as or as not "highly qualified" based on the credentials in accordance with the Title I regulations.

**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 information regarding state academic standards and assessments will be disseminated to parents/guardians through scheduled meetings and workshops. The school will link to the Chicago Public Schools and the Illinois State Board of Education websites for parents to gain access to specific information regarding state standards and assessments. Parent/Guardian training on the use of the Parent Portal and assessment guidelines will continue to be a focus in order to provide support for parents/guardians in regards to the progress monitoring of the child(ren's) academic standing. Through annual school-wide events, parents, guardians, and teachers will collaborate on how to create a culture of high academic standards and learning, in both at home and school.

**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.**

Throughout the academic year, the parents/guardians will participate in workshops and training that will provide them with information regarding "How to guide their child(ren)'s literacy development;" "How to help their child(ren) during NWEA and/or ACCESS testing;" as well as, "How to get more involved in their school." Information regarding educational resources will be readily available to parents/guardians on a parent bulletin board in front of the main office, the marquee outside of the school, as well as, via the school's website.

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

The faculty and staff will have received training on the use of the Parent Portal tool. Throughout the academic year, the faculty will maintain continual contact with parents/guardians regarding grades, assessments, discipline, and students' engagement/achievement. The faculty and staff will communicate with families via letters, telephone calls, e-mails, parent portal, agendas, and teacher-parent conferences. In addition, the teachers will maintain a parent communication log throughout the school year to document all communication with parents.

**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.**

James Otis World Language Academy will offer two scheduled prospective parent open house events (fall and spring) for prospective parents/guardians to attend. Otis will conduct individual parent school tours, upon request, throughout the year. Information regarding Otis programs and registration for early childhood (pre-kindergarten/kindergarten) will be disseminated to families during these events. In addition, an open house fall event will be held at Otis to inform parents of the curriculum for the year. The teachers and parents/guardians will formulate a working partnership to work in tandem toward targeted student academic goals. The Otis website will provide parents/guardians with useful academic resources, current school information, curriculum guidelines, and enrollment procedures.

**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.**

The parents/guardians will receive monthly school newsletters with scheduled activities, events, meetings, and current information (access to the school website as well). In addition, flyers with pertinent school information will be distributed, as appropriate, throughout the academic year for attendance at various events. All newsletters, flyers, and school/community information will be distributed in both English and Spanish. A translator will be provided for monthly parent/guardian meetings (PAC, BAC, PSO, and LSC), as applicable.

### 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.)**

The mission of James Otis World Language Academy is to guide students to take ownership of their learning through reflective thinking, high expectations and a commitment to achievement. Otis Elementary provides a balanced curriculum designed to meet the academic, cultural and social-emotional needs of the entire student body. Through our Personalized Learning initiative, students will engage in rich, relevant, and diverse learning experiences to grow into self-assured, open minded and inquisitive learners. All

members of the Otis community are committed to grow as productive, empathetic, responsible, and inclusive citizens. The James Otis World Language Academy community will achieve our vision by cultivating a learning environment that fosters intellectual and social-emotional growth. Through the Personalized Learning initiative, Otis will challenge our students to become inquisitive thinkers while empowering students to exceed their academic and personal goals. We aspire to develop parental and community partnerships in order to nurture a holistic learning environment and create life-long student achievement that will prepare our students for real-world experiences and higher education.

**The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.**

James Otis World Language Academy will hold two Parent/Guardian-Teacher Conferences (one in November and one in April) each year. In addition to the Parent/Guardian-Teacher Conferences, the faculty and staff will participate in two Open Houses (one in late September and one in the Spring). Moving forward, the Teachers and Counselor will hold one-on-one conferences with parents/guardians in order to guide them in navigating through the high school application process. The Annual Title I meeting will take place on September 25, 2020 at 8:00 A.M. The Title I PAC Organizational meeting will take place on September 25, 2020 at 9:00 A.M.

**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 faculty will communicate with the families regarding the students' academic progress via letters/notes; Blackboard Messaging (telephone calls, electronic messages, and texts); Parent Portal; student agendas; face-to-face meetings; as well as, via Parent/Guardian-Teacher Conferences. The faculty and staff will provide parents/guardians with teacher-generated classroom reports, assessment reports, mid-quarter reports, progress monitoring information, and report cards. The teachers will maintain a Parent Communication Log as well.

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

The parents/guardians will have access to the faculty and staff members via student agendas, telephone calls, text messaging, letters/notes, school website, as well as, face-to-face meetings in order to maintain consistent communication regarding student performance, academic achievement, behavioral infractions, absences/tardies, concerns, questions, and/or enrichment opportunities throughout the year.

**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.**

James Otis World Language Academy will welcome parents/guardians to volunteer or observe in their child(ren)'s classroom(s) upon request. The parent groups (PAC, BAC, and LSC) will offer our parents/guardians many opportunities to get involved or participate in school-sponsored activities/events and meetings throughout the academic year. The faculty and staff will work with parents/guardians in order to schedule a rotation of "Room Parents" for classrooms as the various grade levels.

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

Parents/Guardians will support their child(ren)'s learning by monitoring their child(ren)'s grades, attendance (tardies and absences), and homework completion via the Parent Portal. The student agenda

and homework folders will serve as means to communicate with the parent. The aforementioned items will be utilized to ensure completion of daily homework assignments via parent/guardian signatures. The parents/guardians will be encouraged to maintain consistent communication with faculty by viewing current school information via newsletters, parent bulletin boards, marquee, school website, and attendance at monthly parent meetings.

**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/guardians will participate in decisions related to the education of their child(ren) via three parent groups (PAC, BAC, and LSC) during monthly meetings or on an individual basis with faculty and the administration. Parents/guardians on the Local School Council (LSC) will collaborate with the administration, community members, and faculty regarding policies, student academic progress, and achievement. All parent groups will consult with the administration, parents, and community in order to discuss fundraising opportunities that will help to meet the educational needs of the Otis students.

**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).**

The students will share the responsibility for improved academic achievement by adhering to the school rules: Be Respectful, Be Responsible, and Be Safe. The students will also exemplify monthly Character Education Traits (studied school-wide) throughout the year. The students will maintain attendance at or above 95%.

## 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.**

James Otis World Language Academy will:

- Establish and collaborate with the Parent Advisory Council (PAC).
- Connect parent involvement activities to the CIWP.
- Use Title I funds to facilitate and maximize parent involvement.
- Periodically evaluate our parent involvement policy and make improvements as applicable.
- Establish and maintain community relationships to support parental involvement and help parents in educating their children.
- Provide parents opportunities to volunteer in and help plan school activities, as well as, participate in their child(ren)'s class as requested and/or with reasonable notice.
- Provide parents/guardians of all students with professional development and program opportunities, including LEP and students with diverse needs.
- Provide parents with frequent reports regarding their children's progress.
- Collaborate with the Local School Council (LSC) to monitor parent involvement programs and activities.
- Provide professional development for all staff on how to collaborate with parents to support students' academic progress.
- Strengthen the home-school connection through newsletters, student agendas, parent workshops, and resources to help students increase literacy skills.
- Provide parents/guardians with pertinent information to help them understand the importance of school



and state testing standards.

- Provide students with high-quality curriculum and instruction which includes social-emotional learning in support of a nurturing learning environment.

**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.	\$880.00
<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.	\$500.00
<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)	\$1000.00
<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 be used only by parents.	\$0.00
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