Peter Cooper Elementary Dual Language Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Martha Alba	Principal	malba7@cps.edu	Has access
Sergio Rojas	Assistant Principal	srojas6@cps.edu	Has access
Olga Daza	Teacher, Primary		No Access
Ashley Thomas	Teacher, Primary		No Access
Maria Miranda	Teacher, Bilingual Intermediate		No Access
Maricruz Rodriguez	Teacher, Bilingual Intermediate		No Access
Marisa Ayala	Teacher, Student Voice Committee Lead		No Access
Alfredo Calderon	Teacher, LSC Member - PPLC Co-Chair		No Access
Gina Arroyo	Teacher, Upper grade		No Access
Hilario Dominguez	Teacher, Intermediate - Sp Ed		No Access
Wanda Reyes	English Learner Program Teacher	wiramos@cps.edu	Has access
Claudia Vailant	Teacher, LSC Member - PPLC Co-Chair		No Access
Anabel Perez	LSC Member - Chairperson		No Access
Ofelia Carmona	Community Member; CBO Partner		No Access

Team Meetings

Date	Participants	Topic
01/17/2020	Instructional Leadership Team	Introduction of CIWP Process: SEF rollout
01/23/2020	Grade Level Teams	SEF Survey; grade level input

Date	Participants	Topic
01/24/2020	Instructional Leadership Team	SEF survey results; identification of preliminary scores
01/31/2020	Instructional Leadership Team	Finalize of SEF Ratings
02/07/2020	Instructional Leadership Team	Framework Priorities and Critical Areas of Need
02/21/2020	Instructional Leadership Team	Areas of critical Need and Goal Setting
03/06/2020	Instructional Leadership Team/PPLC	Data Review and Goal/Strategy Selection
05/06/2020	ILT/PPLC Sub Groups	Draft Theories of Action and Action Steps
05/08/2020	Instructional Leadership Team/PPLC	Finalize Theories of Action and Action Steps

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 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
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**:

- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 2 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading

- o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- o 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
- o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 3 Utilize assessments that measure the development of academic language for English learners
- o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 3 Improve and promote assessment literacy
- o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 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)
- o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
   - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 4 Partner equitably with parents speaking languages other than English
- o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**:

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
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	% of Student making sufficient annual progress on ACCESS
Root Cause 1	Lack of effective ELD instructional strategies to support ELs
Area of Critical Need 1	National School Attainment Percentile - Math (2nd grade)
Root Cause 2	Lack of vertical math curriculum alignment and practices in K-2
Area of Critical Need 3	English Learner Growth Percentile - Reading
Root Cause 3	Lack of effective Literacy instructional strategies to support ELs

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
SQRP: % of Students Making Sufficient Annual Progress on ACCESS We chose this metric in order to address the academic needs of our English Learners in regards to English Language Development and	EL		34.00	41.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
increase the number of students making annual progress on the ACCESS assessment.				
SQRP: National School Attainment Percentile - Math (Grade 2) We chose this metric in order to address the academic needs of our primary students in the area of mathematics and increase student outcomes of 2nd grade students on the NWEA Assessment	Overall		26.00	34.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) We chose this metric in order to address the academic needs of our 3-7th grade students in the area of Literacy and increase student outcomes on the NWEA Assessment	Overall		51.00	56.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	Implement systematic English Language Development instruction with an emphasis on Academic Language and Reading/Writing supports
Then we see...	Improved student outcomes in English Language Development expressive domains of Speaking and Writing
which leads to...	an increase in the percentage of students making Sufficient Annual Progress on ACCESS from 26.6% to 41% by June 2022.
Budget Description	Investment in learning materials for implementation of newly identified instructional strategies that increase English Language Development and aide students in making Annual Progress on ACCESS .
Tags	Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, OLCE
Action steps	(Not started) Implement targeted Professional Development on interpretation of WIDA data and understanding of Academic Language development for all English Learners. Tags:OLCE (Not started) Develop of Scope and Sequence for expressive language development by incorporating tiered ACCESS expectations . Tags:OLCE (Not started) Identify and Align appropriate ESL practices based on varied student needs with emphasis on Dual Language Learners, Diverse Learners, Transitioning Learners and Long Term English Learners. Tags: (Not started) Review and revise ESL instructional block to ensure adequate time and resources for implementation of appropriate ELD instruction based on student levels and needs Tags:

Strategy 2

If we do...	Engage in Curriculum planning to ensure vertical alignment in K-2 Mathematics and small group supports for all students
Then we see...	Fidelity in K-2 Math instruction and increased student proficiency and outcomes in Primary math skills
which leads to...	an increase in SQRP National Percentile of student attainment in Math - Grade 2- from 18th to 34th percentile by June 2022

Budget Description	Invest time and support of Network Staff to engage in vertical curriculum planning and development of instructional strategies to support student growth in Primary Math skills.
Tags	Math: Curriculum
Action steps	(Not started) Review previous school year?s pacing calendar to identify skills that were taught. Create a pacing calendar for K-2 to ensure that all modules are completed through vertical planning. Tags:Math: Curriculum (Not started) Utilize the scope and sequence to identify missing concepts and lessons in the curriculum that can be omitted from the planning calendar. Tags: (Not started) Implement targeted Professional Development on using assessment data to inform instruction (Eureka/NWEA) Tags: (Not started) Review and revise math instructional block to incorporate daily small group instruction Tags:

Strategy 3

If we do...	Implement a Literacy curriculum that is vertically aligned and supports Reading Comprehension & Language Structure learning for all students
Then we see...	Improved proficiency and student outcomes in Reading Comprehension and Language Structure
which leads to...	an increase in SQRP National Student Growth Percentile in Reading - Grds 3-8 from 46th to 56th Percentile by June 2022
Budget Description	Investment needed include time and Network Staff support to engage in Curriculum planning that results in aligned instruction and student supports in Literacy
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction
Action steps	(Not started) Inventory existing practices in reading instruction with a focus on comprehension and word study to inform vertical planning Tags:

	• (Not started) Complete an analysis of identified texts in current Literacy units to determine level of cognitive demand and alignment to students? language abilities. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Identify and Align appropriate EL strategies that support student learning in Reading Comprehension and Language Structure Tags: • (Not started) Review the NWEA continuum to determine skills students should master with regard to craft and structure and align ELA units to incorporate identified skills. Tags:

Strategy 4

If we do...	implement a social sciences curriculum that promotes Student Voice, Engagement and Civic Learning
Then we see...	increased student engagement, civic participation and opportunities to elevate student voices
which leads to...	individual and collective knowledge and culturally-responsive actions that improve and sustain our school community
Budget Description	An investment of time and support from appropriate CPS departments will be needed to inform curriculum planning for social sciences that includes Civic Learning and Student Identities and Beliefs.
Tags	Student Voice, Engagement, and Civic Life
Action steps	• (Not started) Elevate student voices by building inclusive partnerships and including students as part of our school visioning and decision-making infrastructure (student voice committee). Tags:SSCE: Student Voice • (Not started) Review and revise the social sciences curriculum to include civics learning and civic engagement opportunities Tags:Student Voice, Engagement, and Civic Life • (Not started) Develop and implement learning experiences that assist students in exploring their identities and beliefs

	Tags:

Action Plan

Strategy 1

Implement targeted Professional Development on interpretation of WIDA data and understanding of Academic Language development for all English Learners.

Aug 31, 2020 to May 31, 2021 - ELPT, Network EL Specialist, Administration

Develop of Scope and Sequence for expressive language development by incorporating tiered ACCESS expectations .

Aug 31, 2020 to May 31, 2021 - ELPT, Network EL Specialist, ILT Lead

Identify and Align appropriate ESL practices based on varied student needs with emphasis on Dual Language Learners, Diverse Learners, Transitioning Learners and Long Term English Learners.

Oct 12, 2020 to Feb 05, 2021 - ELPT, Network ISL, ILT Lead

Review and revise ESL instructional block to ensure adequate time and resources for implementation of appropriate ELD instruction based on student levels and needs

Aug 31, 2020 to Dec 25, 2020 - ELPT, Administration

Strategy 2

Review previous school year?s pacing calendar to identify skills that were taught. Create a pacing calendar for K-2 to ensure that all modules are completed through vertical planning.

Aug 31, 2020 to Oct 09, 2020 - Grade Level Math Leads, Network ISL

Utilize the scope and sequence to identify missing concepts and lessons in the curriculum that can be omitted from the planning calendar.

Aug 31, 2020 to Oct 09, 2020 - ILT Lead, Grade Level Math Leads

Implement targeted Professional Development on using assessment data to inform instruction (Eureka/NWEA)

Oct 12, 2020 to Feb 05, 2021 - ILT Lead, Grade Level Math Leads, Network ISL

Review and revise math instructional block to incorporate daily small group instruction

Aug 31, 2020 to May 28, 2021 - Grade Level Math Leads, Network ISL, Administration

Strategy 3

Inventory existing practices in reading instruction with a focus on comprehension and word study to inform vertical planning

Feb 08, 2021 to Jun 11, 2021 - ILT Lead, Network ISL, Grade Level Leads

Complete an analysis of identified texts in current Literacy units to determine level of cognitive demand and alignment to students? language abilities.

Aug 30, 2021 to Jan 07, 2022 - ILT lead, Network ISL, Grade Level Leads

Identify and Align appropriate EL strategies that support student learning in Reading Comprehension and Language Structure

Aug 30, 2021 to May 30, 2022 - ELPT, Network ISL, ILT Lead

Review the NWEA continuum to determine skills students should master with regard to craft and structure and align ELA units to incorporate identified skills.

Aug 30, 2021 to May 30, 2022 - ELPT, ILT Lead, Grade Level Leads

Strategy 4

Elevate student voices by building inclusive partnerships and including students as part of our school visioning and decision-making infrastructure (student voice committee).

Nov 16, 2020 to Mar 19, 2021 - ILT Lead, Student Voice Committee Lead, Administration

Review and revise the social sciences curriculum to include civics learning and civic engagement opportunities

Jan 11, 2021 to Jun 04, 2021 - Social Studies Lead, Grade Level teams

Develop and implement learning experiences that assist students in exploring their identities and beliefs

Sep 20, 2021 to Jan 21, 2022 - ILT Lead, Grade Level Teams

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.

Annual academic assessments that measure school-wide student achievement relative to state content and achievement standards are implemented through local and state testing. State tests such as the Illinois Assessment of Readiness, Illinois Science Assessment, and ACCESS for English Learners are administered to inform academic planning for students. Locally, CPS implements an assessment system for elementary students that includes tests such as the NWEA for Reading and Math, TRC/DIBELS for primary reading and IDEL for Spanish reading. Additional benchmark assessments are administered to inform decisions regarding academic needs of all students.

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

Cooper Dual Language Academy implements school-wide strategies to support students in meeting proficient and advanced levels of academic achievement by utilizing appropriate materials that are aligned with Common Core Standards, National Math Standards and NGSS Standards for Science. Teachers implement instructional strategies such as guided reading, math workshop/guided math and other differentiated instruction approaches to support students in meeting and exceeding academic goals. Instructional planning for all students is informed by data from various school-wide as well as grade level assessments.

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.

Cooper Dual Language Academy implements school-wide strategies to support historically underserved populations including English Language Learners and Diverse Learners. Teachers implement instructional strategies that differentiate instruction to increase access and learning such as quality instruction in the native language, research based strategies to support learning for students with learning or behavioral disabilities and social emotional learning supports for students experiencing crisis or trauma.

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).

Cooper Dual Language Academy will develop and implement a variety of activities to support students who are low achieving or at risk of not meeting State academic achievement standards. The Multi Tiered Systems of Support provide students with tiered interventions in academics and social emotional needs

which are provided in small groups or individually. Counseling supports are available at school and referrals to community based agencies are made as needed. The Second Step curriculum is implemented across all grades to promote social emotional awareness, safety and well being. Students participate in Character Education classes that include college & career awareness.

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

Cooper Dual Language Academy collaborates with various university partners to serve as a clinical observation site for teacher candidates as well as for student teaching through programs such as the ISU Urban Teacher Pipeline, Chicago Semester and other local universities. These programs and activities expose potential teacher candidates to our school and create a connection for possible future employment. Hosting student teachers also creates an internal pipeline of highly qualified candidates who become interested in teaching at our school.

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.

All staff (teachers, administrators and paraprofessionals) engage is professional development that is appropriate and aligned to the goals of the District's Vision, the school's mission, vision and school improvement plan, and the needs of different groups of staff. These professional development opportunities are offered collaboratively with CPS departments, Network 7 staff and local school vendors.

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

Parents are encouraged to participate in numerous activities throughout the year to increase involvement. These range from parent workshops and adult education classes to participation in school governance committees such as the Local School Council, the Title I Parent Advisory Committee and the Bilingual Parent Advisory Committee. Parents are encouraged to participate in learning activities with their children by attending field trips, attending school events which highlight academic work and taking advantage of parent/child activities offered by our after school program, RISE Academy.

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.

Early Childhood teachers and Kindergarten teachers at Cooper regularly plan and implement activities for parents that support their child's transition from Preschool to Elementary school. These activities include parent workshops on specific social and academic readiness skills, home routines to support learning and visits to kindergarten classrooms to create familiarity and reduce anxiety for students and parents.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers will participate in decision making regarding academic assessments by providing input at grade level meetings and through the PPC in order to prepare the school assessment plan which is finalized and voted on per the Collective Bargaining Agreement. Administration and teachers will collaborate on the identification of formative assessments that will inform instruction at regular intervals and provide data related to student needs and improvements to the academic program.

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.

Cooper Dual Language Academy will develop and implement a variety of activities to support students who are experiencing difficulty in mastering academic achievement standards. The Multi Tiered Systems of Support provide students with tiered interventions in academics and social emotional needs which are provided in small groups or individually, if needed. Student growth data is monitored to at regular intervals to determine the effectiveness of interventions and the need for additional supports.

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.

Cooper Dual Language Academy will coordinate all services and programs identified through collaboration with CPS departments. Within our parent programming options, we will strive to include a variety of activities, workshops and classes that develop parent knowledge around Violence Prevention, Nutrition, Housing, Adult Education and Job Training.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents will be invited to attend Title I PAC meetings where the parental involvement plan/policy will be completed. This meeting will be held at a time convenient for parents. It will be publicized in advance and those unable to attend will be encouraged to submit their ideas/comments directly to the principal. Parents will be involved in the process of school review and improvement through participation in monthly Title I PAC and LSC meetings.

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

During the 3rd week of September of the new school year, the Annual Title I Informational meeting will be held so that parents can attend and learn about the CIWP/school goals, budget, parent involvement policy and budget plan and Parent Compact, as well as the District's parent involvement policy and Title I guidelines. The following week, a parent meeting will be held to explain the procedures for establishment of a Parent Advisory Council and the purpose of said group will be reviewed. Election of officers will be held and a calendar of monthly meetings will be established to ensure consistent and continued involvement of all parents. All meets will be publicized in the school calendar and reminder flyers will be sent home in both English and Spanish.

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.

Parent requests for meetings will be immediately addressed by the school principal and/or the local administrative team. In addition, the principal or other administrator will make themselves available during monthly school PAC meetings to respond to suggestions regarding decisions about the education of their children.

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.

Parent reports regarding their child's performance on State assessment will be sent home as soon as they are made available by the CPS Office of Accountability in the Fall of the new school year. Reports will be made available in the parents preferred language when provided by CPS.

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.

Parents will be notified of a teacher's "Not Highly Qualified" status in accordance with guidelines and procedures set forth by the Chicago Public SchoolTalent Office.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents will be informed of the Common Core State Standards and State/Local assessments at school-wide events such as our September Open House/Parent Orientation sessions, Title I PAC meetings, and LSC meetings. Parents will also receive all informational material made available by CPS departments regarding related topics. Parents will be encouraged to utilize the CPS Parent Portal in order to monitor

their child's progress and teachers will schedule individual parent conferences as needed to discuss issues related to student progress.

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.

Parents will have the opportunity to participate in numerous workshops geared towards assisting them in understanding how to support their child's learning. Various parent governance committees are established to provide parent involvement opportunities. In addition, opportunities for parent education in our school as well as the local CPS Parent University and Community Learning Center will be promoted throughout the year. Areas of study including ESL, Computer Literacy, and Parent Skills Development will be offered.

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.

All staff will be provided with such information during school opening professional development. A review of parent programs will be provided and a committee of teachers and support staff will work to identify additional ideas/opportunities for parental involvement.

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.

All parents in our Preschool program will be strongly encouraged to participate in the meetings and workshops offered by he CPS Office of Early Childhood Education. These parents will also be encouraged to participate in all parent governance/involvement initiatives such as our Title I PAC, Bilingual Advisory Committee, Local School Council, and local parent programs.

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 parent involvement activities will be publicized in English and Spanish in the school's monthly calendars, the school's website and electronic message board, as well as in flyers and parent letters sent home. A large number of bilingual staff are available to address parent concerns if English is not their primary language of communication.

Policy Implementation Activities

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

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

[X] **\<p\>The school will coordinate the parent and family engagement programs identified in the CIWP.\</p\>**
[X] **\<p\>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.\</p\>**
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) n/a

School-Parent Compact (Complete)

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

The mission of Cooper Dual Language Academy is to engage all students in a rigorous and challenging curriculum while developing their ability to master higher level thinking, inquiry based learning and reading/writing across the curriculum. School personnel, parents, community organization and external partners will work collaboratively to support an instructional climate that provides opportunities for all children to become successful achievers in their elementary school years and beyond.

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.

Cooper's Open House/Parent Information Night will be held on September 2020. Report Card Pick Up/Parent Conferences will be held November 2020 and April 2021. Ongoing parent/teacher conferences will be held on an "as needed" basis throughout the school year.

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

Progress reports will be sent home to parents on the 5th, 15th, 25th, and 35th weeks of each school year. District Wide Assessment parent reports and State Assessment parent reports will be sent home in the Fall and Spring of each school year as they become available.

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

Staff will be available to meet with parents in September during Parent Information Night, during two Report Card Pick Up days in November and April, and by appointment during morning and after school hours throughout the school 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.

Parents are encouraged to volunteer and participate in their child's classes throughout the school year. During our Fall Open House, the CPS volunteer application process, Civicore.cps.edu, is introduced and the

principal shares different parent involvement initiatives. Parents are always welcomed to observe classroom instruction in order to understand practices and teacher objectives and expectations. These visits are pre-arranged between the teacher and parent. In addition, parents may assist with student projects, volunteer for field trip supervision or help with special events/activities in their child's classroom throughout the school year.

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

Parents will be asked to support their child's learning by maintaining communication with the school through the use of a school planner. This planner allows for monitoring of daily homework competition and classroom behavior and requires a parent signature. It also serves as a communication log between home and school, where notes can be written. The use of the CPS parent portal will also be encouraged so that parents can monitor their child's progress on a regular basis. Parents will also support their children through school uniform compliance and the consistent daily attendance to school.

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

Parents will participate in decisions relating to the education of their children by providing input to teachers/school administrators during parent conferences, LSC meetings, and/or other parent meetings. They will also have the opportunities to participate in district wide and local parent survey initiatives to elicit input on school matters.

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

Students will share the responsibility for improved academic achievement by coming to class on a daily basis, being prepared of instruction and contributing to a positive school environment that promotes learning. To specifically track their academic growth, students will participate in goal setting conferences where academic performance will be reviewed and steps for improvement or enrichment will be developed collaboratively. Students will comply with local school rules and student expectations as well as the CPS attendance and discipline policies provided to them. The Cooper Student Voice committee will provide input to administration and staff on programs and initiatives to support improved student academic achievement.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Parent goals for 2020-2022 are aligned to the following focus areas: 1. Adult Education - ESL, Computer Literacy, Health & Wellness 2. Parent Education - Understanding Child Development, Parent/child relationships, Social Emotional Learning, Middle School Preparation & Supports 3. School-home Connection - Supporting academic
learning at home, On Track strategies for College & Career success and Volunteer opportunities.

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

Account(s)

Description

Allocation

Account	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$817.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$650.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$1000.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$200.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00