

# Josefa Ortiz De Dominguez Elementary School 2020-2022 plan summary

## Team

| Name                       | Role                             | Email                        | Access     |
|----------------------------|----------------------------------|------------------------------|------------|
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| Ofelia Lopez               | Bilingual PAC Chair              | ofelialopez.aviles@gmail.com | No Access  |
| Martha Rodriguez           | ESSA Chair                       |                              | No Access  |
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## Team Meetings

| Date       | Participants   | Topic                     |
|------------|----------------|---------------------------|
| 01/13/2020 | MTTS Committee | Rate the MTSS SEF portion |
| 01/21/2020 | CIWP Team      | Rate SEF                  |

| Date       | Participants          | Topic                    |
|------------|-----------------------|--------------------------|
| 01/27/2020 | CIWP Team             | Continue to Rate SEF     |
| 02/06/2020 | ESSA, BIL PAC and LSC | SEF                      |
| 02/10/2020 | CIWP Team             | Critical Areas and Goals |
| 02/20/2020 | CIWP Team             | Root Causes              |
| 03/02/2020 | CIWP Team             |                          |

## 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)
  - 4 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
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Evidence on file.
- 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

- 4 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
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Evidence on file.

## 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
  - 4 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:** Evidence on file.
- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 4 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
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 4 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:** Evidence on file.
- 4 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- 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
- 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 4 Utilize assessments that measure the development of academic language for English learners
- 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
- 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:** Evidence on file.
- 4 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 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)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 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)
  - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 4 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)
  - 4 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)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Evidence on file.
- 4 - Transitions, College & Career Access, & Persistence
  - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with

- **Evidence:** We are a school that only goes up to 2nd grade. Last 2 points are NA.

## Quality and Character of School Life

- 4 - 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)
  - 4 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:** Evidence on file.
- 4 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 4 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 4 Take informed action where they work together to propose and advocate for solutions
  - 4 Experience a schoolwide civics culture
  - **Evidence:** We are a Pre-k to 2nd grade school. Three points are NA. Evidence on file.
- 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)
  - 4 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:** Evidence on file.
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 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:** Evidence on file.
- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

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

## School Excellence Framework Priorities

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

| Score | Framework dimension and category                                                        | Area of focus |
|-------|-----------------------------------------------------------------------------------------|---------------|
| 4     | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | 0             |

## Goals

### Areas of critical need and root cause analysis

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

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

|                         |                                                                                    |
|-------------------------|------------------------------------------------------------------------------------|
| Area of Critical Need 1 | Reading Attainment in BAS                                                          |
| Root Cause 1            | We have not made analyzing F&P Benchmark data for planning instruction a priority. |
| Area of Critical Need 2 | Math Attainment in mClass                                                          |
| Root Cause 2            | Teachers are not designating specific times for mClass practice.                   |
| Area of Critical Need 3 | Attendance                                                                         |
| Root Cause 3            | We haven't had a need to make it a priority. We never went below 95%               |

### Vision metrics

| Metrics (select 3-5)                                                        | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|-----------------------------------------------------------------------------|--------------------------------------|------------------------------------|----------------|----------------|
| Vision: Attendance Rate<br><br>Our attendance has been on a downward trend. | Overall                              |                                    | 94.50          | 95.00          |
|                                                                             |                                      |                                    |                |                |
| Vision: NWEA Attainment G2 (Reading)                                        | Overall                              |                                    | 50.00          | 53.00          |
|                                                                             |                                      |                                    |                |                |



| <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> |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------|-----------------------|-----------------------|
| We have not made this a focus since we do not get an SQRP designation because we only go up to 2nd grade. |                                             |                                           |                       |                       |
| Vision: NWEA Attainment G2 (Math)                                                                         | Overall                                     |                                           | 50.00                 | 53.00                 |
| We have not made this a focus since we do not get an SQRP designation because we only go up to 2nd grade. |                                             |                                           |                       |                       |
| (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> |
|-------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| <b>My Voice, My School 5 Essentials Survey</b><br>We want to go from Organized in 2019 to Well Organized in 2020. |                         |                         |                       | 85.00                 | 90.00                 |

**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> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| Reading Attainment on Benchmark Assessment System<br>Ortiz de Dominguez does not have an SQRP. We will use our BAS data to create a goal in reading. (Only 52%)of our K-2 students were at the benchmark at EOY (2018-2019). GOALS/ 2019-2020--57%, 2020-2021-62%, 2021-2122-65% | 52.00                   | 57.00                   |                       | 62.00                 | 65.00                 |
| Math Attainment on mCLASS<br>We use mClass to determine benchmark attainment. Only 63% were are at benchmark at EOY (2018-2019)GOALS-2019-2020-70%, 2020-2021-75%, 2021-2022-78%                                                                                                 | 63.00                   | 65.00                   |                       | 75.00                 | 78.00                 |

|                                                                                                                                                                                                                                      | <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> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| Attendance at EOY 2018-2019- Attendance at Ortiz de Dominguez is on a downward trend. The school year 2018-2019 was at 94.5., the school year 2019-2020- in Jan.we were at 92.93%-goal 93.5 for EOY, 2020-2021- 94.5%, 2021-2022-95% | 94.50                   | 93.50                   |                       | 94.50                 | 95.00                 |

# Strategies

## Strategy 1

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| If we do...        | analyze literacy assessment data, on a consistent basis (BENCHMARK ASSESSMENT SYSTEM, LITERACY UNIT FORMATIVE AND SUMMATIVE ASSESSMENTS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Then we see...     | targeted instruction that meets student's needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| which leads to...  | 65% of students reaching the Benchmark Assessment System(BAS) benchmark at EOY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Budget Description |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Tags               | Structure for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 2-Leveraging Data to Close Gaps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Action steps       | <ul style="list-style-type: none"> <li>(Not started) SCHEDULING Make scheduling decisions that will support analyzing students data and support student learning: -Schedule dates throughout the school year to analyzed data and to look at student work (LASW), Schedule time for grade-level teacher collaboration (PDM, PD days, After-School, Grade Level), Schedule time for grade-level vertical collaboration, Schedule support in rooms with higher enrollment (ESP, parent volunteers), schedule time for teachers to collaborate with classroom support at least once a quarter,</li> </ul> <p>Tags:Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 2-Leveraging Data to Close Gaps</p> <ul style="list-style-type: none"> <li>(Not started) DATA -Analyze data on a regular basis to set and revise student learning goals (GL, PDM, Classroom), Determine which assessment will be analyzed (Literacy unit assessments (formative and summative), BAS, DRA,</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>informal running records, Implement new office protocol for completing Home Language Survey to ensure correct placement, Use ISEL assessment to collect additional data to determine language proficiency to ensure correct placement, Funds</p> <p>Tags:Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 2-Leveraging Data to Close Gaps</p> <ul style="list-style-type: none"> <li>(Not started) BUDGETING Fund coach position, fund ILT and MTSS committees (bucket), Fund apps that support literacy (A-Z/RAZKids), funds to purchase LUNITA phonics for 2nd grade Bilingual, funds(bucket) for Summer Planning/Organization, funds for afterschool teacher and ESP collaboration, funds for additional Shared Reading Books, Read Aloud books and leveled libraries.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 2-Leveraging Data to Close Gaps</p> <ul style="list-style-type: none"> <li>(Not started) INSTRUCTION Research protocols for analyzing student work, provide training for parent volunteers and ESP around literacy support</li> </ul> <p>Tags:Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 2-Leveraging Data to Close Gaps</p> |
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**Strategy 2**

|                    |                                                                                                                                                             |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| If we do...        | analyze math assessment data (mClass, formative, summative and NWEA), on a consistent basis,                                                                |
| Then we see...     | targeted instruction that meets student's needs                                                                                                             |
| which leads to...  | 65% of 2nd graders will meet the District goal in five years                                                                                                |
| Budget Description |                                                                                                                                                             |
| Tags               | Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth |

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action steps | <ul style="list-style-type: none"> <li>• (Not started) SCHEDULING Schedule dates for analyzing math data (mClass, Go Math formative and summative assessments, NWEA), Schedule dates and times for collaborating with grade level (PDM, PD days, After-School), Schedule dates and times for collaborating vertically, Schedule dates and time for teachers to collaborate with classroom support (ESP and Parent Volunteers), Continue to schedule support for classrooms with higher enrollment</li> </ul> <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>• (Not started) DATA Determine school-wide and individual student learning goals on a consistent basis and adjust as needed (PDM, Classroom)</li> </ul> <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>• (Not started) INSTRUCTIONAL Determine which assessment will be analyzed (Go Math formative and summative assessments, mClass, NWEA, professional development on NWEA for all staff, provide professional development to ESP and parent volunteers to support math instruction, research protocols to analyze math data, research math apps</li> </ul> <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>• (Not started) BUDGET Fund coach, fund ILT and MTSS committees, fund Summer planning/organization (bucket), fund work of aligning Go Math, NWEA, mClass, fund Go Math Program materials, fund afterschool collaboration efforts, fund supplementary math materials, fund Happy Numbers Math Program (license), IXL membership, Compass Learning membership, Quizlet, Freckle, fund during school day collaboration efforts (subs)</li> </ul> <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> |
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**Strategy 3**

|                   |                                                                              |
|-------------------|------------------------------------------------------------------------------|
| If we do...       | create an attendance protocol, with supports, and implement it with fidelity |
| Then we see...    | an increase in schoolwide student attendance                                 |
| which leads to... | 95% schoolwide attendance rate by 2021-2022 school year                      |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Budget Description |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Tags               | MTSS: Family and Community Engagement, OSSE: Attendance & Truancy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Action steps       | <ul style="list-style-type: none"> <li>(Not started) INFORMATION Provide informational meetings for parents (Back to School Fair, ESSA/Bilingual, Report Card Pick-up), Share attendance data in Principal Newsletter, share attendance data in Teacher Newsletter, share perfect attendance criteria with parents 2x a year (for Certificates and T-shirts)<br/><br/>Tags:MTSS: Family and Community Engagement, OSSE: Attendance &amp; Truancy</li> <li>(Not started) PROTOCOL Follow Absent Protocol( 5 and 10-day letters, Clerk makes a personal phone call, teacher makes a phone call, During report card pick up dates AP will hold one on one meetings with parents<br/><br/>Tags:MTSS: Family and Community Engagement, OSSE: Attendance &amp; Truancy</li> <li>(Not started) INCENTIVES Provide incentives on a weekly basis (announcement on intercom), Monthly basis (Josefa Dollars for the book fair, breakfast with Principal, a movie with popcorn), Yearly basis (T-Shirt and certificates, books) Incentives for teachers (parking space, Extra prep)<br/><br/>Tags:MTSS: Family and Community Engagement, OSSE: Attendance &amp; Truancy</li> <li>(Not started) FUNDING for certificates, t-shirts, small prizes, movies, popcorn.<br/><br/>Tags:MTSS: Family and Community Engagement, OSSE: Attendance &amp; Truancy</li> </ul> |

# Action Plan

## Strategy 1

SCHEDULING Make scheduling decisions that will support analyzing students data and support student learning: -Schedule dates throughout the school year to analyzed data and to look at student work (LASW), Schedule time for grade-level teacher collaboration (PDM, PD days, After-School, Grade Level), Schedule time for grade-level vertical collaboration, Schedule support in rooms with higher enrollment (ESP, parent volunteers), schedule time for teachers to collaborate with classroom support at least once a quarter,

Jul 06, 2020 to Jul 20, 2020 - Administration, Coach

DATA -Analyze data on a regular basis to set and revise student learning goals (GL, PDM, Classroom), Determine which assessment will be analyzed (Literacy unit assessments (formative and summative), BAS, DRA, informal running records, Implement new office protocol for completing Home Language Survey to ensure correct placement, Use ISEL assessment to collect additional data to determine language proficiency to ensure correct placement, Funds

Sep 08, 2020 to Jun 17, 2022 - Administration, Coach, teachers

BUDGETING Fund coach position, fund ILT and MTSS committees (bucket), Fund apps that support literacy (A-Z/RAZKids), funds to purchase LUNITA phonics for 2nd grade Bilingual, funds(bucket) for Summer Planning/Organization, funds for afterschool teacher and ESP collaboration, funds for additional Shared Reading Books, Read Aloud books and leveled libraries.

Apr 13, 2020 to Apr 30, 2020 - Administration

INSTRUCTION Research protocols for analyzing student work, provide training for parent volunteers and ESP around literacy support

Sep 08, 2020 to Jun 25, 2021 - Administration. coach

## **Strategy 2**

SCHEDULING Schedule dates for analyzing math data (mClass, Go Math formative and summative assessments, NWEA), Schedule dates and times for collaborating with grade level (PDM, PD days, After-School), Schedule dates and times for collaborating vertically, Schedule dates and time for teachers to collaborate with classroom support (ESP and Parent Volunteers), Continue to schedule support for classrooms with higher enrollment

Jul 06, 2020 to Aug 14, 2020 - Administration, coach

DATA Determine school-wide and individual student learning goals on a consistent basis and adjust as needed (PDM, Classroom)

Sep 25, 2020 to Apr 23, 2021 - Administration, coach

INSTRUCTIONAL Determine which assessment will be analyzed (Go Math formative and summative assessments, mClass, NWEA, professional development on NWEA for all staff, provide professional development to ESP and parent volunteers to support math instruction, research protocols to analyze math data, research math apps

Sep 22, 2020 to Oct 16, 2020 - Administration,Coach, teachers

BUDGET Fund coach, fund ILT and MTSS committees, fund Summer planning/organization (bucket), fund work of aligning Go Math, NWEA, mClass, fund Go Math Program materials, fund afterschool collaboration efforts, fund supplementary math materials, fund Happy Numbers Math Program (license), IXL membership, Compass Learning membership, Quizlet, Freckle, fund during school day collaboration efforts (subs)

Apr 20, 2020 to May 08, 2020 - Administration

## **Strategy 3**

INFORMATION Provide informational meetings for parents (Back to School Fair, ESSA/Bilingual, Report Card Pick-up), Share attendance data in Principal Newsletter, share attendance data in Teacher Newsletter, share perfect attendance criteria with parents 2x a year (for Certificates and T-shirts)

Sep 07, 2020 to Jun 18, 2021 - Administration, ESSA/Bilingual Lead

PROTOCOL Follow Absent Protocol( 5 and 10-day letters, Clerk makes a personal phone call, teacher makes a phone call, During report card pick up dates AP will hold one on one meetings with parents

Sep 07, 2020 to Jun 18, 2021 - Attendance Clerk, Administrator, Teachers, AP

INCENTIVES Provide incentives on a weekly basis (announcement on intercom), Monthly basis (Josefa Dollars for the book fair, breakfast with Principal, a movie with popcorn), Yearly basis (T-Shirt and certificates, books) Incentives for teachers (parking space, Extra prep)

Sep 07, 2020 to Jun 18, 2021 - Administration, Clerk

FUNDING for certificates, t-shirts, small prizes, movies, popcorn.

Apr 13, 2020 to Apr 30, 2020 - Administration

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

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

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

### ESSA Schoolwide Program

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

Our Benchmark Assessment System data, used for K-2nd grade literacy, indicates that only 52% overall are meeting the benchmark at the end of the year. The mClass assessment data indicates that school-wide our K-2 students only 63% overall are meeting the EOY benchmark. Next school year we are planning to have all our 2nd graders in both the Bilingual and General Program take the NWEA. Literacy units are revised every year. Assessments are adjusted for appropriateness.

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

Teachers analyze math and literacy data on a monthly and quarterly basis to create school-wide goals and individual student goals. By doing this teachers are able to adjust instruction to meet the specific needs of students. In classrooms where membership is high teachers receive ESP support to work with students. Tier-II and Tier III students are provided with additional intervention support. A parent program was implemented this year, to support learning in the classroom. An afterschool program for ELs was implemented to advance ESL skills.

**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.**

In literacy, teachers are implementing instructional practices that support literacy, such as, Shared Reading, Inter-Active Reading (Literacy units), Guided Reading, Phonics, and writing. The goal is to provide students with a Balanced Literacy Program. In math, specials teachers are supporting our math efforts by incorporating math into their programs. Next Year we will focus on analyzing student data in depth to drive and target instruction. Bilingual Program and General Program students are engaged in lessons created by teachers and FOSS (NGSS) for science and social studies. Bilingual Program teachers are using lessons and ESL lessons.

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

The MTSS process has been effective in identifying students who are at risk of failure. Those who might need additional support are referred to the team for further evaluation. We have an itinerant team that is responsive to the needs of students. Social Worker provides professional development to the teachers on how to recognize trauma in students. Speech pathologists are responsive and provide informal assessments of students who might be in need of speech services. Caseworker keeps the school in compliance. The coach provides opportunities for students to practice before the ACCESS assessment on the computer to ensure familiarity with the process.

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

At interviews, the school's expectations are clearly outlined. A survey is taken of the instructional practices they are familiar with or have implemented. If we are hiring for a Bilingual Program position applicants are asked to answer questions in both languages. If applicants were at a previous school a call is made to the principal to address quality.

**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.**

Professional development at the school is job-embedded. Teachers are presented with new instructional practices, are given risk-free time to practice, are allowed to visit peers to observe practice, and time for reflection is provided. The school's coach is hands-on, she models and differentiates support for teachers.



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

A survey is provided to parents to identify interest. For example, parents like to hear from a psychologist who presents on a variety of parenting topics. We have over 60 parents at the session. The school's AP is the coordinator for the ESSA and Bilingual Advisory Committee who work closely with a group of parents to support the sessions.

**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.**

We received pre-schoolers from the school on the same campus. They are invited at the end of the school year to come and visit with the kindergarten classrooms. They are also invited to Kindergarten celebration. Students from Kindergarten, First and Second grade become reading buddies for the pre-schoolers.

**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.**

2020-2021 school year we hope to encourage our 2nd-grade teacher to vote to give the NWEA to our 2nd graders at MOY and EOY, including students in the Bilingual Program. Additionally, teachers will participate in efforts that include identifying what formative and summative assessments will be chosen in Literacy and Math to analyze and inform instruction.

**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.**

There is an MTSS process in place that supports teachers and students. Interventions are recommended by the MTSS committee to the classroom teachers. Teachers implement interventions and a record of mastery is kept. If there is an academic movement teacher continues to provide interventions. If there is no movement MTSS will recommend the student for a Domain meeting.

**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.**

A survey is provided to parents to identify areas of needs and interests. The ESSA coordinator will schedule organizations and individuals who can provide training around those selected topics that will positively impact students' academic performance. We also work with the UIC health program to provide nutritional information to parents and students.

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## **ESSA Targeted Assistance Program**

## **Parent Involvement and Schoolwide Programs**

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Parents from the ESSA committee were part of the CIWP planning committee. They responded to the SEF parent component. At the beginning of the school year, the committee gets together reviews the ESSA parent budget and determine if any adjustments have to be made in order for the alignment of the school year program. A survey is passed out to all parents since our Federal Funds are for school-wide use. The committee determine the areas of interest and develop a year-long plan for the meetings. The ESSA committee works closely with the ESSA school liaison.

**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**

ESSA committee and liaison meet no later than the 3rd week of September. At this meeting. At this meeting, all regulations and requirements are explained to the audience members. The committee will pass out a survey to determine parent interest. Times and dates are set for the school year. The projected date of the Title 1 PAC meeting and Organizational Meetings is September 11th, 2020.

**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.**

There is always a parent participation part at our LSC, Bil PAC, and ESSA meetings. Parents are given the opportunity to give suggestions, ask questions about any issue. At the development of the CIWP parents offered suggestions and the suggestions will become part of the school's action items. Report card pick up dates are scheduled for the school year. At this time parents interact with their child's teacher on how they can support their child's education. Parent has the opportunity to inquire how the teacher is supporting their child's instruction. Parents are also invited to conferences when the students are not meeting

benchmarks. A contract is developed with the parent, student, and teacher for intervention. If a child is referred to a Domain meeting parents are invited to any meeting about their child and are given the opportunity to provide information about their child and their opinion is taken into account.

**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.**

We are a pre-k through 2nd-grade school. Our second graders take the NWEA. Our K-2 grade students take the ACCESS to determine proficiency in English.

**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.**

If there is a teacher who is not qualified parents will be sent a letter to inform them as soon as the school year starts.

**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 at one of the first meetings about state standards, achievement standards and any assessments their child will be taking during the year. At the meetings, parents are taught how to read reports with their child's data. The MTSS process is detailed so they understand the process that is followed at the school if their child is in need of additional support.

**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 be provided with basic literacy training and math strategies they can use to support their children at home. They will be given apps that are available to support their child in literacy and math.

**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.**

At the beginning of the school year, we hold a back to school fair where teachers come out to meet and greet parents of the students they will have in the classroom. A weekly/monthly newsletter is sent from the teacher to the parent informing them of what their child is working on at school and how they can support. Two family book fairs are held during the school year. Parents are welcome and some volunteers. Family night is held during the school where parents are invited to come to the school and participate in learning activities. (Math Night, Literacy Night, Art Night).

**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.**

The Headstart Program parents are invited to all parent meetings and school activities. They are part of the learning community.

**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.**

Teachers send a weekly/monthly newsletter and the principal sends a quarterly letter in both English and Spanish where parents are informed about initiatives, activities and important dates to keep in mind.

### 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)**

NA

### 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.)**

Our school mission states that all our students are entitled to a high-quality instructional program. Teachers work collaboratively to ensure they are provided personalized instruction to meet the child's needs.

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

Parent-teacher conferences will be held in November and April of the school year. Teachers make appts. to discuss the progress the child is making.

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

Parents will receive three progress reports and 4 report cards during the school year. If students are failing parents are encouraged to come in to meet with the teacher to make a plan on how support will be provided and expectations for parents.

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

Parents are able to make appts. with teachers every day. They are asked to leave a note in the office or call the teacher to make an appointment. Parents are also able to meet with parents at the 2 report card pick-up dates during 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.**

Ortiz de Dominguez encourages parents to become classroom volunteers. They are encouraged to go through the CPS process to become volunteers. We also are participating in Enlace's parent volunteer programs where parents apply and are trained to be classroom parent teacher assistants. Parents have the right to observe the classroom instruction with enough advance notice to the teacher.

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

Parents are presented with information on the importance of their child attending school at an ESSA parent meeting. Also, parents are trained on the math program the school uses and the strategies their children are using in the classroom. This done so they can support at home.

**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 are part of the CIWP committee where decisions are made about the top priorities and goals for the school. Also, parents sign a contract with the teacher when they are failing and they are given suggestions on how to help their child. At IEP meetings parents are an important part of the team that decides how instruction will be presented for their child. The Local School Council is made up of six parents who make decisions in regard to budget/funding for the school's instruction programs.

**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).**

Our students are very young so the responsibility falls on the parents. We strongly encourage good attendance and support it with a variety of incentives. We instill our school's values to our students and teach them about responsibility, teamwork, community, leadership, and perseverance.

**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.**

Goals: Will align with the instruction of students. First, parents will receive information on reading strategies, math strategies that will support their child's learning. Secondly, information about the importance of attending school will be presented by a psychologist. Thirdly, the Parent Volunteer Program will be supported by inviting more parents to apply.

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

**Account(s)**

**Description**

**Allocation**

|                         |                                                                                                                                                                                                                                                                      |           |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>51130,<br/>52130</b> | <b>Teacher Presenter/ESP Extended Day</b><br>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><br>In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.                                                              | \$1204.00 |
| <b>53205</b>            | <b>Refreshments</b><br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.                                                                                                              | \$676.00  |
| <b>54125</b>            | <b>Consultants</b><br>For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)                                                                                            | \$824.00  |
| <b>54505</b>            | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only.                                                                                                                                                                       | \$0.00    |
| <b>54205</b>            | <b>Travel</b><br>Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.                                                          | \$0.00    |
| <b>54565</b>            | <b>Reimbursements</b><br>Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$0.00    |

|              |                                                                                                                                                                                                                       |        |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>53510</b> | <b>Postage</b><br>Must be used for parent and family engagement programs only.                                                                                                                                        | \$0.00 |
| <b>53306</b> | <b>Software</b><br>Must be educational and for parent use only.                                                                                                                                                       | \$0.00 |
| <b>55005</b> | <b>Furniture and Equipment</b><br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents. | \$0.00 |