

Manuel Perez Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/23/2020		SEF Student Learning
01/30/2020		SEF Curriculum and Instruction
02/06/2020		Planning

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
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 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:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

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

- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 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
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 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:**
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 2 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
 - 2 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 1 - MTSS
 - 1 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
 - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- 1 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)
- 1 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:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 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)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 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:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Score	Framework dimension and category	Area of focus
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: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	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	Literacy Attainment among EL and DL students
Root Cause 1	Instruction lacks strategies for student engagement, high order level thinking, and student leadership.
Area of Critical Need 1	Literacy Growth among EI and DL students.
Root Cause 2	Curriculum lacks rigorous tasks and differentiated material that is engaging and relevant to students.
Area of Critical Need 3	Tiered systems of support for all students.
Root Cause 3	Lack of tiered systems, resources, and staff to support students academically and social emotionally.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math)	Overall		70.00	65.00
NWEA is no longer a metric that can be used with fidelity based on the current crisis. Students will be monitored using teacher created assessments.				
Vision: NWEA Growth G3-8 (Reading)	Overall		70.00	65.00
NWEA is no longer a metric that can be used with fidelity based on the current crisis. Students will be monitored using teacher created assessments and TRC.				
Vision: Attendance Rate	Overall		96.00	96.00
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Maintain highly Organized on 5 Essentials for SY2021 and SY2022.			3.80	4.20	4.00

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...	Create a MTSS lead team, guidelines for MTSS, tiering criteria, a menu of interventions, and progress monitoring
Then we see...	Perez staff implementing student interventions strategically for all students in math, literacy, and SEL
which leads to...	Increased student academic achievement in math/literacy and continued progress and SEL support.
Budget Description	Schedule for reading intervention, staff to support literacy coaching, LLI literacy support, assistant principal or additional staff to support MTSS and tiered systems, funding to support intervention and staff additional hours for interventions.
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, ODLSS: Instructional Quality, Math: Rigorous Tasks, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Meet bi weekly as an MTSS team. Tags: • (Not started) Analysis and review of MTSS biannually to monitor progress of implementation. Tags: • (Not started) Identify tiering criteria for MTSS (academic and SEL). Continue LLI interventions. Identify a schedule for LLI without a staff member dedicated to the work. Tags: • (Not started) Visit other schools to see MTSS routines and implementation. Tags: • (Not started) Establish a Perez MTSS handbook (revise and update). Tags: • (Not started) Create schedule that supports DL, EL, and interventions for students Tags:ODLSS: Instructional Quality • (Not started) Analyze LLI data to see if the intervention has shown student growth.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Implement Leader In Me year 2-3. Identify Perez model of leaders <p>Tags:</p>
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Strategy 2

If we do...	If we develop school wide curriculum with student learning expectations that are vertically and horizontally aligned, scaffolded, and differentiated with rigorous student tasks using CCSS
Then we see...	Students being exposed to rigorous and engaging instruction at grade level that meets the needs of diverse student needs
which leads to...	ALL students (DL and EL) being engaged in learning that will result in continued movement in student growth and attainment. Students 5essentials will maintain ?well organized?
Budget Description	Time for curriculum building, consultant for curriculum (UBD and balanced literacy), LLI supplies, guided reading supplies, math curriculum supports and consultant or Assistant Principal to support math curriculum and grade level planning
Tags	Curriculum, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Plan for summer professional development and curriculum planning <p>Tags:</p>

Strategy 3

If we do...	If we develop school wide curriculum with student learning expectations that are vertically and horizontally aligned, scaffolded, and differentiated with rigorous student tasks using CCSS
Then we see...	Students being exposed to rigorous and engaging instruction at grade level that meets the needs of diverse student needs
which leads to...	ALL students (DL and EL) being engaged in learning that will result in continued movement in student growth and attainment. Students 5essentials will maintain ?well organized?
Budget Description	Buckets that are set aside for teacher planning and curriculum in summer.
Tags	Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

Action steps	<ul style="list-style-type: none"> (Not started) ILT look at how we adjust instruction and curriculum during remote learning <p>Tags:</p>
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Strategy 4

If we do...	Engage and collaborate in strategic professional learning cycles focused on instructional priorities and small group learning
Then we see...	Engaging, creative, innovative and inquiry based student centered instruction
which leads to...	Increased student academic achievement, increase NWEA growth and attainment, professional learning cycles that show high student engagement, a well organized school, and an increase in teacher REACH ratings.
Budget Description	
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction
Action steps	

Action Plan

Strategy 1

Meet bi weekly as an MTSS team.

May 26, 2020 to May 26, 2020 - MTSS lead

Analysis and review of MTSS biannually to monitor progress of implementation.

Jul 01, 2020 to May 31, 2022 -

Identify tiering criteria for MTSS (academic and SEL). Continue LLI interventions. Identify a schedule for LLI without a staff member dedicated to the work.

-

Visit other schools to see MTSS routines and implementation.

-

Establish a Perez MTSS handbook (revise and update).

-

Create schedule that supports DL, EL, and interventions for students

-

Analyze LLI data to see if the intervention has shown student growth.

-

Implement Leader In Me year 2-3. Identify Perez model of leaders

-

Strategy 2

Plan for summer professional development and curriculum planning

Jun 01, 2020 to Aug 31, 2020 - Principal

Strategy 3

ILT look at how we adjust instruction and curriculum during remote learning

May 19, 2020 to Jul 01, 2020 - ILT

Strategy 4

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.

The school will review data for NWEA at BOY, MOY, and EOY. The data will also be analyzed for primary reading by subgroups and action items created each quarter. End of unit assessments will be analyzed and the student work protocol used to look at rigor and student progress.

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

The school will provide professional development that specifically addresses supporting English Language Learners and Diverse Learners.

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.

ILT will look at strategies and research based methods to implement cycles of learning.

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 following teams work collaboratively to support students: health and wellness team, early childhood teachers, Pilsen Wellness, Nutrition Supports, Resurrection Project, and Frida Kahlo, Chicago Literacy Group, Literacy Consultant, and Data Analysis.

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

Post and publicize positions through various medium. Social media, university partnerships, word of mouth, and school sites will be used as platforms. The partnerships will be diverse to communicate positions.

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 occurs in weekly grade level meetings, monthly flex day PD (90min), quarterly PD sessions, teacher release time, saturday curriculum events, and learning cycles at Perez.

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

The school, in collaboration with the NCLB PAC committee will schedule monthly workshops and training for parents in the areas of literacy, technology, and mathematics as well as information and resources available to assist them in working with their children to improve academic achievement."

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.

The early childhood program will work closely with parents to host parent workshops around transition to kindergarten. Presentations and resources will be available to support parents. Counselor and principal will meet with preschool families to support transition.

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.

CTU requires that teachers vote on assessment plan. Plan will be voted during June 2020 and June 2021

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.

Student data is analyzed regularly in grade level meetings to identify students who are not mastering standards. Interventions and small groups supports are identified to support students with academic standards. Tutoring is provided after school and on Saturdays for intervention and acceleration. EL students have additional supports for language development.

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.

The following teams work collaboratively to support students: health and wellness team, early childhood teachers, Pilsen Wellness, Nutrition Supports, Resurrection Project, and Frida Kahlo.

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.

Title I annual meeting will be held in September 2020. Parents will give suggestions regarding the Perez School parental involvement plan. Parent focus groups will be scheduled and a survey will be conducted to ensure maximum participation. All meeting and focus group sessions will be conducted in English and Spanish and the survey will also be available in English and Spanish to accommodate all parents.

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

In collaboration with the NCLB PAC committee the school will schedule an initial NCLB parent meeting in September 2020. In September 2020 Perez will hold the elections for PAC officers. All eligible parents will be informed of the school's participation in NCLB Title I programs, the requirements of the program, as well as, their rights to be involved in the program will be reviewed. The PAC committee will schedule monthly NCLB meetings throughout the school year. Parents will be informed of these meetings through the school calendar and through flyers sent home with the students. Meeting notice and updates will be on facebook, Class DoJo, and the school website. All information will be distributed in English and Spanish and the meeting will be conducted in both English and Spanish as well.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school along with the NCLB PAC committee will schedule a meeting focusing on Title I programs including descriptions and explanations of the curriculum, the academic assessment tools used to measure progress and the proficiency levels students are expected to meet. The meeting will be scheduled at the beginning of the 2020-2021 school year. A presentation on NCLB and Title I will also be made during the annual open house held at the beginning of the school year.

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.

Progress Reports will be distributed to the parents in the following weeks of school: 5th, 15th, 25th and 35th. NWEA and PARCC results will be distributed to

the parents in the Month of May or during Report Card Pick-Up/Parent Teacher conferences in November."

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 provided with the Parent Notification Letter indicating their child is taught by a teacher who is not "highly qualified". The notification will be sent in English and Spanish.

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.

The school will schedule informational sessions focusing on understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. These sessions will be scheduled at the beginning of the school year starting with an informational session during Open House. The sessions will be conducted in English and Spanish.

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.

The school, in collaboration with the NCLB PAC committee will schedule monthly workshops and training for parents in the areas of literacy, technology, and mathematics as well as information and resources available to assist them in working with their children to improve academic achievement."

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

The school will schedule a professional development session for the staff during the beginning of the school year PD and teacher institute days. Sessions will cover: the importance of communication with parents; and strategies on reaching out to parents. Teachers will also be encouraged to seek out parent volunteers to assist in the classroom and as a chaperone on field trips and during in-school class activities such as assemblies.

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.

NCLB Parent Program will be integrated into activities and programs such as Reading First and Head Start through parental participation in activities such as Family Reading Night and Head Start Parent Meetings.

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 communication related to NCLB, Title I parent programs will be distributed in English and Spanish. Parent meetings will also be conducted in English and Spanish.

Policy Implementation Activities

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

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

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

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

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

n a

School-Parent Compact (Complete)

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

The Perez School Community will provide and support a rigorous and comprehensive standards based curriculum, which emphasizes high quality instruction in all subject areas for all students. The integration of technology and the fine and performing arts will help us achieve our vision of preparing college bound and career ready global citizens.

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.

November and April of each year the school will hold Report Card pick-up and parent/teacher conferences.

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 distributed to the parents in the following weeks of school: 5th, 15th, 25th and 35th. NWEA and PARCC results will be distributed to the parents in the Month of May or during Report Card Pick-Up/Parent Teacher conferences in November.

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

Parents will have access to staff during the two scheduled report card pick up days in November and April. In addition, parents are encouraged to make an appointment to meet with their child's teacher during staff duty-free preparation time. Parents can communicate and talk to staff/teachers via email and through Class DoJo

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 assist with class activities including student projects, chaperones on field trips, and helping with classroom displays and during assemblies. Opportunities to volunteer are available through-out the year and are arranged through the collaboration of parents and teachers. A schedule will be kept in the main office with all appropriate paperwork. Parents must be approved volunteers through CPS application.

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

Parents will support student learning in the following ways: Monitoring student attendance; ensuring school work is completed; volunteering in the child's classroom; promoting positive use of child's extracurricular time; staying informed about child's education and communicating with the school by promptly reading all notices from the school and responding as appropriate; and participating in workshops offered through NCLB program.

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 be notified by the school in regards to decisions relating to the education of their children. Parents will participate in any meetings, conferences and evaluations regarding their children. Parents will attend the two parent/teacher conferences for report card pick-up as well as any other conferences as needed.

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 are responsible for completing all classwork and schoolwork everyday; reading at least 30 minutes a day outside of school time; attending school daily and on time; following school rules; Be Safe, Be Respectful; Be Responsible and Be a Positive Leader; and following the school uniform policy

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.

Increase parent involvement and participation at Perez. Increase parent numbers at weekly workshops.

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

Account(s)

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS	\$0.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
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.	\$0.00
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 be used only by parents.	\$0.00