Pilsen Elementary Community Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Jennifer Kniff	ESL Primary	jbkniff@cps.edu	Has access
Luis Guzman	Special Ed K-3	laguzman2@cps.edu	No Access
Sally Berghoff	Special Ed Math Specialist	saberghoff@cps.edu	No Access
Carlos Vazquez	Counselor	cavazzquez7@cps.ed	No Access
Daniela Lugo	4th Grade	dlugocuevas@cps.edu	No Access
Marlon Henriques	Bil/ESL	mehenriquez@cps.edu	Has access
Gerardo Gerardo	Student Support Specialist	gmolina1@cps.edu	No Access

Team Meetings

Date	Participants	Topic

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
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: School Mission was created by the ILT with a shared vision and revised by staff at BOY PD. Through Empowered Schools, a distributive leadership model was developed and implemented. In collaboration with administration, ILT, professional development, grade level meetings, and the culture and climate team have all been teacher lead. Although we have begun to focus on instructional practices in our coaching cycles, we currently lack consistent follow through.
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 2 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: ILT meetings follow agendas, calendars, protocols, and minutes. The team is representative of all student groups and supports grade level meeting professional development. Hiring practices and the budget were reflected in CIWP priorities. Additionally, the school environment was a focus of improvement. However, our regularly changing schedules did not support student learning..

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards

- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: Evidence-based programs, goals, curriculum aligned to expectations of standards,culturally relevant curriculum and activities are inconsistent across grade levels.
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: We have a very competent staff who is excited about teaching. They are committed to the school and students. They are open to developing and shifting their instructional practices. However, coaching and mentoring has been inconsistent. Our SQRP attainment and growth is trending downwards. We have some evidence of strong instruction, but it lacks continuity.
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: We have developed grade level grading and assessment systems. Teachers work collaboratively to develop assessments that reflect learning.

School-wide systems and assessments are not always aligned. Our strength is demonstrated in our horizontal alignment rather than vertical.

- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- o 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)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: The ILT, CCT, and MTSS team meet regularly to review and monitor school wide data. These teams engage in the problem solving process and develop professional development to engage all staff in creating positive shifts in learning.
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: All teachers support student awareness of talents, skills, and interests beyond the school walls. Our middles school team directly counsels students around transition needs and expectations for high school. Our focus, as a school, is to improve our readiness.

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

- o **Evidence**: Our distributive leadership model supports a collaborative environment. We have been trained and continue to develop our trauma responsiveness. Our professional development has focused on creating a collaborative and safe environment for student voices.
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: The first unit of our literacy curriculum at all grade levels focuses on identity and belief systems. Every grade level also focuses on civic engagement at developmentally appropriate levels. We partner with various community organizations in dance, music, art, mindfulness, and trauma responsiveness. Our student council is using the 5 Essentials Survey to improve the environment of our school.
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Our CCT has worked to develop a safe and welcoming environment in all areas of the building. Our uniform compliance is close to 100%. Teachers have developed attendance plans that celebrate good attendance.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: We have a student support team that consists of a Student Support Specialist, a school counselor, and an additional social worker from a community organization. They manage the student support center that aids students, teachers, and administration in establishing a restorative environment. As a staff we collaboratively develop behavior plans for struggling students with parents and students.
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

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

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Curriculum is aligned to expectations of the standards
Root Cause 1	GLMs and Flex Days currently are not planned with alignment as our focus.
Area of Critical Need 2	Utilize assessments that measure the development of academic language for English learners
Root Cause 2	Entire staff has not been trained in WIDA standards or strategies to support our diverse learners.
Area of Critical Need 3	Engage all learners (including DLs) in content areas by differentiating and fully integrating opportunities for all learners
Root Cause 3	Our MTSS intervention structures are incomplete for identified and unidentified diverse learners
Area of Critical Need 4	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
Root Cause 4	There aren't informed, clear protocols when issues arise that have been clearly communicated to staff, students, and families on a consistent and continuous basis.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS We chose this metric because in our 2019 SQRP, Pilsen received only one point in this area.	EL		22.00	25.00
Vision: NWEA Attainment G2-8 (Math) We chose this metric because the weight of attainment will be higher and with attainment comes growth.	Overall		50.00	52.00
	Students with IEPs		22.00	24.00
Vision: NWEA Attainment G2-8 (Reading) We chose this metric because the weight of attainment will be higher and with attainment comes growth.	Overall		50.00	52.00
	Students with IEPs		27.00	28.00
Vision: Attendance Rate We chose this metric because on 5 essentials we scored "weak" under supportive environment.	Overall		95.50	96.00
	African American		94.50	95.00
(Blank)				

Required metrics (Elementary) (33% complete)

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

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If the staff develops a clear MTSS vision consisting of protocols and goals,
Then we see...	then the MTSS team will lead data cycles to support staff in differentiating supports for all students (especially our DLs),
which leads to...	which will lead to an increase in the percent of students making progress on their targeted academic and/or behavioral goals.
Budget Description	Budget Implications: In house professional development (data collection, resource sharing) - teachers paid hourly rate for staying after school (2 hours X 4 times a year) MTSS data collection tool Interventionist/MTSS lead Intervention PD (external teacher payment) Intervention tools - OT, social stories, flexible seating, fidget tools
Tags	MTSS
Action steps	(Completed) Create a MTSS starter team Tags: (Completed) Create survey to assess individual staff needs and interests Tags: (Completed) From survey create an all-school represented MTSS team Tags: (Completed) Create a meeting calendar Tags: (Completed) MTSS team will establish goals and responsibilities of team members Tags:

- (Completed) The team will review and share resources with the staff at the beginning of the school year

  Tags:

- (Completed) Data collection system is established and shared

  Tags:

- (On-Track) The team will develop protocol for how best to share resources with the staff on a regular basis.

  Tags:

- (On-Track) Create a system that allows teachers to support and collaborate on intervention resources and strategies

  Tags:

- (On-Track) Data collection system is reviewed and adjusted

  Tags:

- (On-Track) By the end of 2020-2021 Data collections system established Resources sharing established

  Tags:

- (Not started) MTSS team will be able to meet and reflect on the previous year?s accomplishments and gaps

  Tags:

- (Not started) MTSS team will be able to meet and reflect to make adjustments with previous and new year information

  Tags:

- (Not started) Revisit resources (evaluate effectiveness, add new ones)

  Tags:

- (Not started) Have a draft of a system for assigning, tracking, and progress monitoring interventions.

  Tags:

- (Not started) Time in all-staff meetings for sharing resources (vertically)

	Tags:

Strategy 2

If we do...	IF we create a team to collaboratively develop and implement a clear bilingual program that celebrates bilingual education and guarantees supports for students PK-8,
Then we see...	then all staff will receive guidance on how to implement ELL best practices in their classrooms while receiving coaching support,
which leads to...	which will lead to an increase in English proficiency in Listening, Speaking, Reading, and Writing as defined by ACCESS scores.
Budget Description	In house professional development (data collection, resource sharing) - teachers paid hourly rate for staying after school Task FOrce (2 hours X 4 times a year) ELL data collection tool ELPT lead Digital Instructional Materials BAC workshops 1 to 1 technology
Tags	OLCE
Action steps	• (Not started) Create the Bilingual task force Tags: • (Not started) Analyzing EL audit and student data (identification issues, NWEA achievement, ACCESS score changes), as well as interviewing teachers/students. Tags: • (Not started) Collaborate with N7 specialists to research and develop a program to support students Tags: • (Not started) Finalize a detailed plan for PCA bilingual program and staff training How students transition through the program Task force roles in supporting staff throughout the year Define ELPT job responsibilities etc. Tags: • (Not started) Introduce staff to Bilingual Plan: describe goals for the bilingual program (explain data and research behind our choice) Tags: • (Not started) Train all staff to execute the bilingual program and implement best practices in (1) lesson planning, (2) lesson delivery, and (3) assessment. Tags:

Strategy 3

If we do...	If we, as a staff, establish and follow clear and consistent expectations and use protocols that are clearly communicated to staff, students, and families on a consistent and continuous basis,
Then we see...	then students will report on the 5 essentials survey a feeling of high levels of mutual trust and respect between students and teachers
which leads to...	which leads to a safe school environment.
Budget Description	Item: Summer work for Climate Team Hiring 5 Support Staff for lunch, recess, hallway monitor Staff PD / training Posters / Visuals for common spaces Positive reinforcement incentives Community partnerships / training Tables / seating for lunchroom Deep cleaning / paint / etc. for brightening common areas
Tags	Relational Trust, ODLSS: Behavior Support
Action steps	(Not started) Summer Team meeting to create school protocols & logical consequences Tags: (Not started) Recess, Hallway, Lunchroom expectations are clear, practiced, and reinforced. Tags: (Not started) Hire additional Lunchroom and recess support staff Tags: (Not started) Buddy Classrooms Tags: (Not started) Calling the office protocol Tags: (Not started) Climate team providing ?office hours? to support on an individual basis. Tags: (Not started) All Staff Meeting for reflection on protocols/behavior management Tags:

	• (Not started) Bi-weekly Climate Team meetings
	Tags:

Action Plan

Strategy 1

Completed Jun 30, 2020

Create a MTSS starter team

Jun 18, 2020 to Jul 02, 2020 - ILT/CIWP teams

Completed Aug 28, 2020

Create survey to assess individual staff needs and interests

Jul 03, 2020 to Aug 28, 2020 - MTSS

Completed Aug 28, 2020

From survey create an all-school represented MTSS team

Aug 28, 2020 to Sep 11, 2020 - MTSS

Completed Sep 09, 2020

Create a meeting calendar

Sep 14, 2020 to Sep 25, 2020 - MTSS

Completed Sep 09, 2020

MTSS team will establish goals and responsibilities of team members

Aug 16, 2020 to Sep 05, 2020 - MTSS

Completed Sep 03, 2020

The team will review and share resources with the staff at the beginning of the school year

Aug 16, 2020 to Sep 05, 2020 - MTSS

Completed Sep 25, 2020

Data collection system is established and shared

Aug 16, 2020 to Sep 12, 2020 - MTSS

On-Track Sep 30, 2020

The team will develop protocol for how best to share resources with the staff on a regular basis.

Nov 09, 2020 to Nov 21, 2020 - MTSS

On-Track Nov 06, 2020

Create a system that allows teachers to support and collaborate on intervention resources and strategies

Jan 25, 2021 to Feb 13, 2021 - MTSS

On-Track Nov 30, 2020

Data collection system is reviewed and adjusted

Jan 25, 2021 to Feb 13, 2021 - MTSS

On-Track Nov 30, 2020

By the end of 2020-2021 Data collections system established Resources sharing established

Jun 01, 2020 to Jun 20, 2020 - MTSS

MTSS team will be able to meet and reflect on the previous year?s accomplishments and gaps

Aug 16, 2020 to Aug 29, 2020 - MTSS

MTSS team will be able to meet and reflect to make adjustments with previous and new year information

Aug 16, 2020 to Aug 29, 2020 - MTSS

Revisit resources (evaluate effectiveness, add new ones)

Aug 16, 2020 to Aug 29, 2020 - MTSS

Have a draft of a system for assigning, tracking, and progress monitoring interventions.

Aug 16, 2020 to Aug 29, 2020 - MTSS

Time in all-staff meetings for sharing resources (vertically)

Aug 16, 2020 to Jul 03, 2021 - MTSS

Strategy 2

Create the Bilingual task force

Jun 14, 2020 to Aug 29, 2020 - Bilingual Task Force

Analyzing EL audit and student data (identification issues, NWEA achievement, ACCESS score changes), as well as interviewing teachers/students.

Jun 14, 2020 to Aug 22, 2020 - Bilingual Task Force

Collaborate with N7 specialists to research and develop a program to support students

Jun 07, 2020 to Aug 15, 2020 - Bilingual Task Force

Finalize a detailed plan for PCA bilingual program and staff training How students transition through the program Task force roles in supporting staff throughout the year Define ELPT job responsibilities etc.

Jun 14, 2020 to Aug 29, 2020 - Bilingual Task Force

Introduce staff to Bilingual Plan: describe goals for the bilingual program (explain data and research behind our choice)

Aug 09, 2020 to Oct 24, 2020 - Bilingual Task Force

Train all staff to execute the bilingual program and implement best practices in (1) lesson planning, (2) lesson delivery, and (3) assessment.

Aug 09, 2020 to Aug 21, 2021 - Bilingual Task Force

Strategy 3

Summer Team meeting to create school protocols & logical consequences

Jul 01, 2020 to Aug 22, 2020 - Culture & Climate Team

Recess, Hallway, Lunchroom expectations are clear, practiced, and reinforced.

Aug 23, 2020 to Sep 19, 2020 - Culture & Climate Team

Hire additional Lunchroom and recess support staff

Aug 01, 2020 to Aug 29, 2020 - Culture & Climate Team/admin

Buddy Classrooms

Aug 23, 2020 to Sep 19, 2020 - Culture & Climate Team

Calling the office protocol

Aug 16, 2020 to Sep 19, 2020 - Culture & Climate Team

Climate team providing ?office hours? to support on an individual basis.

Nov 15, 2020 to Nov 30, 2020 - Culture & Climate Team

All Staff Meeting for reflection on protocols/behavior management

Aug 16, 2020 to Jul 03, 2021 - Culture & Climate Team

Bi-weekly Climate Team meetings

Aug 16, 2020 to Jul 03, 2021 - Culture & Climate Team

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.

Yes.

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

Yes.

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.

Yes.

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).

Yes.

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

Multistep interviewing processes. Partnership with Opportunities Schools. New teacher mentors.

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.

Yes.

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

Remind and Seesaw to connect with families. Monthly Parent workshops. Monthly parent/teacher conferences.

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.

Yes.

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.

Yes.

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.

Yes.

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.

Yes.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Each year, we conduct our Annual meeting where we share our improvement plan. We also review this plan during the middle of the year to update the status of our plans and goals, and finally, at the end of the year, we review all our work.

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

Our projected date for our Annual Meeting is September 23, 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.

Our PAC, and BAC will all meet monthly and the work will be driven by the parents. Each committee will share out at our LSC meeting and make any requests to the LSC at that time, so that a vote or any appropriate action can immediately be had.

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 will provide each parent with their child's NWEA report at the first quarter report card pick-up.

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.

PCA will track any time a class is being taught by someone who is not highly qualified and will provide notification to parents via principal letter.

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.

On or about September 23, 2020, the principal will present to parents how they can use a parent login to monitor student grades and how to communicate with teachers. Additionally, the PAC will host a workshop on working with educators to parents.

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.

Each month at the LSC meeting, there will be a different focus (reading, math, science, social studies). During this time, teachers will explain the different resources that are used in class and how parents can access these resources to support students at home.

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.

During BOY PD, the climate team and the ILT will present teachers with resources to use to communicate with parents and work with parents as partners in education.

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.

We have one preK classroom, and our preK teacher works on school teams to ensure that students are included in all school programs that include reading, math, and science.

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 communications are sent in a weekly newsletter that follows the same format and is translated in all languages served at PCA.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] **\ In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.\ **
[X] **\ The school will coordinate the parent and family engagement programs identified in the CIWP.\ **
[X] **\ 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.)   Pilsen is a community where students come first and all voices are heard and valued. At Pilsen, we believe that all students have the capacity for growth and the potential to create positive change in our society. With consistent communication, collaboration and reflection, Pilsen staff will continue to improve our ability to support all students. Through this work and by building strong family and community partnerships, students will develop the independence, perseverance, and compassion for themselves and others necessary for future success.
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.   First quarter parent conferences will be held on November 18th and third quarter parent conferences will be held on April 21st.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.   Progress reports will be sent home on October 9th, December 18th, March 12th and May 21st.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.   All staff is available for consultation by setting up an appointment with the main office.
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 may become volunteers by filling out an application in the main office. Additionally, parents can participate in special events held in the classroom and school, such as performances and celebrations.

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

Parents will read their child's agenda each night and check for any homework or notes from the teacher. Parents will receive updates via SeeSaw, Remind, and will be able to monitor Aspen.

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

Parents will participate in Back to School Night, LSC, PAC, and BAC meetings where school decisions are made.

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 and teachers will collaborate to track their goals and participate in school incentive programs.

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.

We strive to hold monthly workshops for our parents. We also hope to make our parent room more inviting.

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.	$500.00
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.	$500.00
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 Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$500.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$500.00