

# Richard J Daley Elementary Academy

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Melissa Sanchez	Assistant Principal	msanchez2@cps.edu	Has access
Ellina Mitchell	Case Manager	ephale@cps.edu	Has access
Danielle Petrizzo	Diverse Learner	dkpetrizzo@cps.edu	Has access
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Arizbel Preciado	Counselor	apreciado2@cps.edu	Has access
Claudia Gonzalez	Instructional Assistant	cgonzalez1@cps.edu	Has access
Michelle Villegas	Parent	michellevillegas21@yahoo.com	Has access
Neishaliz Rolan	Parent		No Access
Dovontae Washington	Student		No Access
Faride Dimas	Student		No Access
Leticia Chevas	EL Coach	lsshariq-che@cps.edu	Has access
Sayury Balbuena	Student		No Access

### Team Meetings

Date	Participants	Topic
01/24/2020		SEF Framework Development

### Framework

#### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.

- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 2 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** - LSC Meetings - Principal Reports - Culture and Climate Survey - The vision developed by ILT - Leadership opportunities available
- 2 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 2 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
  - 2 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:** - Vision and Mission signs - Bulletin Boards - Attendance Boards - LSC agendas and notes - School Schedule - PD decks and agendas

## 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

- 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
- 2 Curriculum connects to real world, authentic application of learning
- 4 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:** - Balanced Literacy Framework - Second Step - Calm Classroom - Reading and Math Curriculum - Instructional Schedules
- 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
  - 2 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:** Informal & Formal Observations
- 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
  - 1 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
  - 1 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:** "- Sample of individual student learning goals from a cross-section of teachers - Also review student work evidence from Rigorous Student Tasks - Evidence of best practices (flexible grouping, cognitively demanding tasks, open-

ended questions) - Informational observations, peer observations, learning walks - Lesson studies - Cross-section of student work from a variety of content areas - Observation of student learning (e.g. learning walks/walkthroughs) - Focus group(s) and discussions with students " Learning walks informal observations Peer observation

- 2 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 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)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 2 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** On track reports Teacher tiering Dashboard MTSS deck MTSS input party
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** College fairs HS visits Algebra classes

## Quality and Character of School Life

- 2 - Relational Trust
  - 2 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)
  - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** CICO SEL Meetings
- 3 - 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
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 4 Exercise student voice (REQUIRED: OSEL)
- 3 Authentically interact with community and civic leaders
- 4 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture
- **Evidence:** SEL groups Student Voice Committee
- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 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:** Schoolwide expectations SEL team meetings Student voice committee
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 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:** Multi tiered systems of supports Schoolwide expectations Student Logger data Aspen data
- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 Partner equitably with parents speaking languages other than English
  - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:** Coffee with Principal Information translated in Spanish Staff communicate with DOJO, newsletters

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1
2	Quality and Character of School Life: Relational Trust	4
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	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: 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	K-2 students showing proficiency in Reading
Root Cause 1	Teachers inconsistent implementation of Balanced Literacy components on a school-wide level. There is lack of student engagement and differentiation to provide students with differentiated supports in Reading.
Area of Critical Need 1	3rd -8th students show growth in Reading
Root Cause 2	Teachers inconsistent implementation of Balanced Literacy components on a school-wide level. There is lack of student engagement and differentiation to provide students with differentiated supports in Reading.
Area of Critical Need 3	3rd -8th students show growth in Math
Root Cause 3	Teacher's inconsistencies of aligned practices as well as a lack of student engagement and differentiation to provide students with differentiated supports in Math.

**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 (Reading)  Teachers' inconsistent implementation of Balanced Literacy components on a school-wide level. There is lack of student engagement and differentiation to provide students with differentiated supports in Reading.	EL		47.00	51.00
	Students with IEPs		49.00	53.00
Vision: NWEA Growth G3-8 (Math)  Teacher's inconsistencies of aligned practices as well as a lack of student engagement and differentiation to provide students with differentiated supports in Math.	EL		55.00	56.00
	Latina (Female)		54.00	55.00
Vision: Attendance Rate	African American Male		95.00	96.00



<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
There is a large decline in attendance overall from the previous school year as well as week to week attendance in comparison to attendance metrics across all grade levels.	Students with IEPs		95.00	96.00
(Blank)				
(Blank)				

**Required metrics (Elementary) (133% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> The 5Essential survey over the course of the five academic years is very unstable. In SY17, the 5Essentials level was Organized, it then declined to Moderately Organized SY18, the decline continued and leveled at Not Yet Organized for SY19. The MSMV survey then increased to Partially Organized.			4.00	4.00	5.00

**Custom metrics (108% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>Attendance</b> This goal was set using the SQRP over time which ensures that in two years, we will move each our attendance % up at least one percent If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	95.30	94.70	95.00	96.00	96.50
<b>National School Growth Percentile-Math</b> This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make	40.00	65.00	70.00	75.00	80.00

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.					
National School Growth Percentile-Reading This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	64.00	85.00		95.00	97.00
Department of Personalized Learning Continuum: Learner Driven Daley students need to be more in the driver's seat of their own learning.	0.00	1.70		2.40	3.00
Department of Personalized Learning Continuum: Progression Based on Mastery Daley students should not be held back when they can prove mastery of a topic. Allowing them to move fluidly allows their growth to never be stagnate.	0.00	0.00		1.30	2.50
5E Survey: Effective Leadership Program Cohearance: has been 25 for the past 2 years.	25.00	33.00		42.00	50.00
5E Survey: Effective Leadership Teacher to Principal Trust: although we've seen some growth here, this quality can be improved.	36.00	44.00		53.00	61.00
5E Survey: Effective Leadership Teacher Influence: another opportunity area, we dropped one point here last year.	40.00	48.00		57.00	65.00

# Strategies

## Strategy 1

If we do...	address student's specific deficits by offering a range of pedagogical instructional strategies create tiered assessments for whole group instruction and small group instruction; regularly progress monitor and adjust instruction to address student misunderstandings through re-teaching strategies, re-engagement lessons, interventions, and enrichment
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Then we see...	teachers will know exactly where every student is and be able to actively and effectively monitor and adjust instruction for individual student misunderstandings
which leads to...	Students meeting the 90th (ELA) and 70th (Math), or better, percentile growth measures on the National reading and math NWEA MAP assessments; and a minimum of 70%, or better, of students in grades 2-8 meeting or exceeding national average growth composite norms on Reading and Math NWEA MAP Assessments. Student's Dibels composite score and TRC benchmark goals will achieve grade-level expectations.
Budget Description	
Tags	Instruction, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> <li>• (Completed) Teaching and learning will be supplemented with the purchase of personalized Learning and assessment programs that will be integrated into reading and math curriculum (i.e; Compass Learning, Mastery Connect, Achieve 3000, STRIDE IXL, Moby Max, etc..)</li> <p style="margin-left: 40px;">Tags:Technology, Ixl, Stride academy, Moby max, Mastery connect</p> <li>• (Not started) Intervention and or enrichment blocks built into each grade level schedule support student learning. Students grouped by RIT across classrooms, i.e. walking reading and walking math during designated days and times of the week. All staff will be included to provide instructional support for students.</li> <p style="margin-left: 40px;">Tags:Intervention, Rit instruction</p> <li>• (Not started) Hold family nights; Literacy, Math and Inform parents at open house about the instructional material to be covered in core subject areas for each marking period.</li> <p style="margin-left: 40px;">Tags:Literacy/Reading, Math, Open house</p> <li>• (Not started) Provide professional development opportunities to improve guided or small group instruction, balanced literacy framework, writing, grammar, foundational skills, and vocabulary acquisition.</li> <p style="margin-left: 40px;">Tags:Literacy/Reading, Guided reading</p> <li>• (Not started) Teachers will implement instructional schedules aligned to Personalized Learning blocks, Reading Workshop model and Guided Math model with intervention minutes included in the instructional schedule</li> <p style="margin-left: 40px;">Tags:Personalized Learning, Instructional schedules</p> <li>• (Not started) Teachers will implement the Gradual Release of Responsibility in every instructional lesson during ELA, Math, Science and SS</li> </ul>

	<p>Tags:Math, Science, Social studies, Ela, Lesson plans, Gradual release of responsibility</p> <ul style="list-style-type: none"> <li>(Not started) Implement Reading and Math units and lesson plans based on the CCSS/NGSS pacing guide with fidelity.</li> </ul> <p>Tags:Ccss, Lesson plans, Differentiation, Clear expectations, Clear objectives written on lesson plans</p> <ul style="list-style-type: none"> <li>(Not started) Engage staff in professional development around questioning and discussion techniques and monitor teacher's implementation of techniques implemented for students to formulate their on questions and exhibit high-level thinking.</li> </ul> <p>Tags:Professional development, Questioning &amp; discussion</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will provide instruction through the use of the 6 Deep Learning Competencies to support drive student achievement, their interest and aspirations.</li> </ul> <p>Tags:Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Students scoring 3.5 on ACCESS and below will receive ESL instruction, 3 times a week for 40 minutes</li> </ul> <p>Tags:Instruction</p>
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**Strategy 2**

If we do...	Develop structures to support and build teacher's instructional capacity through direct coaching support and parallel planning opportunities
Then we see...	an increase in trust and respect between teachers to teachers as well as administration, an increase in staff voice in major instructional decision making
which leads to...	an increase in student growth and attainment on NWEA, TRC/DIBELS as well as an increase on Effective Leaders on the 5Essentials Survey.
Budget Description	
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> <li>(Not started) The administration will provide formalized structures for ILT, MCL, GLT to lead professional development as well as teams of teachers.</li> </ul> <p>Tags:Professional development, Collaboration, Teacher teams and structures</p>

	<ul style="list-style-type: none"> <li>• (Not started) All staff including external partners will use data to identify performance and practice gaps to develop a professional learning plan.  Tags: Professional Learning, Data, Performance gaps</li> <li>• (Not started) Ensure professional learning include social-emotional learning and restorative practices as well as supportive interventions.  Tags: Social emotional learning, Restorative practices</li> <li>• (Not started) Teachers will analyze student work samples as a part of continuous instruction improvement to ensure students are receiving high-quality instruction and assessments.  Tags: High quality instruction/professional development, High quality tier 1 instruction</li> <li>• (Not started) Develop an instructional schedule to meet the needs of all students including intervention and acceleration opportunities.  Tags: Differentiated instruction, Instructional schedules</li> <li>• (Not started) The administration will provide instructional leadership teams with time to meet with teacher teams and engage in a problem of practice.  Tags: Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) The administration will engage Instructional leadership and Multi Classroom Leader in peer observations and coaching conversations to support in building the capacity of teacher's instruction.  Tags: Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>• (Not started) The administration will host a debrief session to provide coaches support with feedback and provide space for reflection. We will also establish learning cycles throughout the year.  Tags: Leadership for Continuous Improvement, Structure for Continuous Improvement</li> </ul>
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**Strategy 3**

If we do...	Create a flexible differentiated schedule in the academic year and instructional day to address individualized RIT needs for every student with appropriate aligned assessments, and "expectations" that allow students to flow and grow fluidly.
Then we see...	self directed, intrinsically motivated students who take ownership for their own academic success.

which leads to...	Average rating of 2.5 or better on the Department of Personalized Learning's Framework for Progression Based on Mastery and an average rating of 3.5 or better on the DoPL's Framework for Learner Driven, a decrease in the amount of students in Tier 3 and Tier 2 as well as an increase in the school's on-track index score.
Budget Description	
Tags	MTSS, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery
Action steps	<ul style="list-style-type: none"> <li>• (Not started) The Leadership and ILT will decide on a schedule and the systems and structures needed to successfully implement RIT Academy (walking RIT) in Quarter 2.  Tags:Instruction, OSEL: Tier 2 and 3 Interventions</li> <li>• (Not started) The ILT and Teachers will develop criteria for fluid movement between RIT bands, identifying what is success criteria to test into and out of a band  Tags:Personalized Learning: Progression Based on Mastery</li> <li>• (Not started) Teachers will develop an assessment system for creating and assessing into and out of as well as formative for each RIT level.  Tags:MTSS, Personalized Learning: Progression Based on Mastery</li> <li>• (Not started) Leadership Team will train all staff on the systems and structures of RIT Academy as well as the assessment system. Assess teacher understanding and tier them for support.  Tags:MTSS, CBE: Supports, Interventions, or Extensions, Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) MTSS Team will engage in bi-weekly data analysis of Tier 2 and Tier 3 students and provide teacher support to implement learning strategies. Teachers will progress monitor for supports needed and adjust the schedule and groups as needed.  Tags:MTSS, MTSS: Progress Monitoring</li> <li>• (Not started) The team will reflect on successes and failures and determine major and minor shifts for additional success for SY21-22.  Tags:MTSS, MTSS: Problem Solving Process</li> <li>• (Not started) Leadership and MCLS will train all staff on systems and structural changes as well as new staff at RIT academy. The team will assess for teacher understanding and tier support to extend learning.</li> </ul>

	<p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>(Not started) The MTSS team will implement the use of an MTSS Progress Monitoring Tracking Tool for individual students based on Tier 2 and Tier 3 levels.</li> </ul> <p>Tags:MTSS, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> <li>(Not started) Reflect on successes and failures. Determine major and minor shifts for additional success for SY22-23.</li> </ul> <p>Tags:Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> <li>(Not started) The ELPT and EL Coach will review student's ACCESS scores and provide bilingual teachers with supports for engaging in Walking RIT Academy.</li> </ul> <p>Tags:Instruction, CBE: Supports, Interventions, or Extensions</p>
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**Strategy 4**

If we do...	gather information from several sources about individual backgrounds such as cultures, prior knowledge, skills, learning styles and multiple intelligences, interest, and special needs. We will have high levels of positive relational trust between all school participants,
Then we see...	interactions, both between the teacher and students and among students, that are highly respectful, reflecting genuine warmth and caring.
which leads to...	students contributing to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net results of interactions is that of academic and personal connections among students and adults.
Budget Description	
Tags	Relational Trust
Action steps	<ul style="list-style-type: none"> <li>(Not started) The Leadership Team will Issue quarterly student surveys continuously and analyze student data to develop the next steps and be strategic in how can we roll these out in a way where teachers can focus and feel a sense of agency and urgency.</li> </ul> <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> <li>(Not started) The ILT, Leadership and all staff will analyze the Supportive Environment questions and Relational trust data and developing plans for progress monitoring.</li> </ul>

Tags:Leadership for Continuous Improvement, Relational Trust

- (Not started) Quarterly surveys for teachers on relational trust and using more adult-friendly questions that focus on building trust amongst staff members and administration.

Tags:Relational Trust

- (Not started) Engage staff in monthly social events to build relationships amongst staff members as well as afterschool fun programs for staff members to participate in. Continuing Fun Fridays on the last day of the month and hosting them with fidelity.

Tags:Relational Trust

- (Not started) All staff members practice exploring vulnerability in all conversations, meetings to develop a safe space for individuals to express themselves and grow.

Tags:Relational Trust

- (Not started) Ensuring all classrooms have a parental log and communication plan at the beginning of the school year and that it is used with fidelity.

Tags:Relational Trust, FACE2: Parent Engagement

- (Not started) Create a PEACE Room to host peace circles and support students to engage in peer to peer conflict resolution, giving them responsibility and autonomy in what the expectations and goals of the school are in conjunction with what we expect students to do in the classroom and the school as a whole.

Tags:Relational Trust, Physical and Emotional Safety

- (Not started) Administration to engage in 1:1 Check-Ins with Staff Members twice a year.

Tags:Relational Trust

- (Not started) All Teachers engage in daily check-ins and morning meetings with all students and all staff members engaging in having positive interactions with at least 3-5 students daily. Staff members also have at least one other staff member that they check-in with daily.

Tags:Relational Trust

- (Not started) Teachers provide consistent celebrations as students improve academically and behaviorally, through the use of daily, weekly and monthly incentives to promote student achievement and positive behavior.

Tags:Relational Trust



# Action Plan

## Strategy 1

Completed Sep 08, 2020

Teaching and learning will be supplemented with the purchase of personalized Learning and assessment programs that will be integrated into reading and math curriculum (i.e; Compass Learning, Mastery Connect, Achieve 3000, STRIDE IXL, Moby Max, etc..)

Sep 02, 2020 to Sep 02, 2020 - All Teachers

Intervention and or enrichment blocks built into each grade level schedule support student learning. Students grouped by RIT across classrooms, i.e. walking reading and walking math during designated days and times of the week. All staff will be included to provide instructional support for students.

Sep 02, 2020 to Jun 18, 2021 - All Teachers, Support Staff

Hold family nights; Literacy, Math and Inform parents at open house about the instructional material to be covered in core subject areas for each marking period.

Sep 02, 2020 to Jun 18, 2021 - All Staff

Provide professional development opportunities to improve guided or small group instruction, balanced literacy framework, writing, grammar, foundational skills, and vocabulary acquisition.

Sep 02, 2020 to Jun 18, 2021 - Administration and ILT, MCL

Teachers will implement instructional schedules aligned to Personalized Learning blocks, Reading Workshop model and Guided Math model with intervention minutes included in the instructional schedule

Sep 02, 2020 to Jun 18, 2021 - All Teachers

Teachers will implement the Gradual Release of Responsibility in every instructional lesson during ELA, Math, Science and SS

Sep 02, 2020 to Jun 18, 2021 - All Staff (Teachers and Support Staff)

Implement Reading and Math units and lesson plans based on the CCSS/NGSS pacing guide with fidelity.

Sep 02, 2020 to Jun 18, 2021 - All Teachers

Engage staff in professional development around questioning and discussion techniques and monitor teacher's implementation of techniques implemented for students to formulate their own questions and exhibit high-level thinking.

Sep 02, 2020 to Nov 06, 2020 - All Staff

Teachers will provide instruction through the use of the 6 Deep Learning Competencies to support drive student achievement, their interest and aspirations.

Sep 02, 2020 to Jun 18, 2021 - All Teachers

Students scoring 3.5 on ACCESS and below will receive ESL instruction, 3 times a week for 40 minutes

Sep 02, 2020 to Jun 18, 2021 - All Teachers

## **Strategy 2**

The administration will provide formalized structures for ILT, MCL, GLT to lead professional development as well as teams of teachers.

Jul 01, 2020 to Aug 31, 2020 - Administration, ILT, MCL

All staff including external partners will use data to identify performance and practice gaps to develop a professional learning plan.

Sep 02, 2020 to Jun 17, 2022 - Administration ILT and MCL

Ensure professional learning include social-emotional learning and restorative practices as well as supportive interventions.

Jul 01, 2020 to Jun 17, 2022 - Administration, ILT, MCL

Teachers will analyze student work samples as a part of continuous instruction improvement to ensure students are receiving high-quality instruction and assessments.

Sep 02, 2020 to Jun 17, 2022 - All Teachers

Develop an instructional schedule to meet the needs of all students including intervention and acceleration opportunities.

Jun 22, 2020 to Jun 26, 2020 - Administration, ILT

The administration will provide instructional leadership teams with time to meet with teacher teams and engage in a problem of practice.

Aug 26, 2020 to Jun 17, 2022 - Administration, ILT, MCL

The administration will engage Instructional leadership and Multi Classrom Leader in peer observations and coaching conversations to support in building the capacity of teacher's instruction.

Sep 02, 2020 to Jun 17, 2022 - Administration, ILT, MCL

The administration will host a debrief session to provide coaches support with feedback and provide space for reflection. We will also establish learning cycles throughout the year.

Sep 02, 2020 to Jun 17, 2022 - Administration, ILT, MCL

### **Strategy 3**

The Leadership and ILT will decide on a schedule and the systems and structures needed to successfully implement RIT Academy (walking RIT) in Quarter 2.

Jul 01, 2020 to Sep 02, 2020 - ILT, Leadership Team, MTSS Team

The ILT and Teachers will develop criteria for fluid movement between RIT bands, identifying what is success criteria to test into and out of a band

Jun 01, 2020 to Sep 02, 2020 - Teachers, ILT, MTSS Team

Teachers will develop an assessment system for creating and assessing into and out of as well as formative for each RIT level.

Jun 30, 2020 to Sep 02, 2020 - PL Team, ILT and Teachers

Leadership Team will train all staff on the systems and structures of RIT Academy as well as the assessment system. Assess teacher understanding and tier them for support.

Sep 02, 2020 to Nov 06, 2020 - PL Team, Leadership, ILT

MTSS Team will engage in bi-weekly data analysis of Tier 2 and Tier 3 students and provide teacher support to implement learning strategies. Teachers will progress monitor for supports needed and adjust the schedule and groups as needed.

Sep 08, 2020 to Jun 24, 2021 - PL Team, Teachers, MTSS

The team will reflect on successes and failures and determine major and minor shifts for additional success for SY21-22.

Mar 01, 2021 to Jun 24, 2021 - PL Team, Teachers, ILT, MTSS

Leadership and MCLS will train all staff on systems and structural changes as well as new staff at RIT academy. The team will assess for teacher understanding and tier support to extend learning.

Aug 30, 2021 to Sep 03, 2021 - PL Team, ILT, Leadership Team, MTSS

The MTSS team will implement the use of an MTSS Progress Monitoring Tracking Tool for individual students based on Tier 2 and Tier 3 levels.

Sep 07, 2021 to Jun 17, 2022 - PL Team

Reflect on successes and failures. Determine major and minor shifts for additional success for SY22-23.

May 02, 2022 to Jun 30, 2022 - PL Team, MTSS

The ELPT and EL Coach will review student's ACCESS scores and provide bilingual teachers with supports for engaging in Walking RIT Academy.

Nov 06, 2020 to Jun 17, 2022 - Bilingual Team, Leadership and

## **Strategy 4**

The Leadership Team will issue quarterly student surveys continuously and analyze student data to develop the next steps and be strategic in how can we roll these out in a way where teachers can focus and feel a sense of agency and urgency.

Sep 02, 2020 to Jun 17, 2022 - Leadership, All Teachers

The ILT, Leadership and all staff will analyze the Supportive Environment questions and Relational trust data and developing plans for progress monitoring.

Jun 22, 2020 to Jun 18, 2021 - ILT, Leadership and All Staff

Quarterly surveys for teachers on relational trust and using more adult-friendly questions that focus on building trust amongst staff members and administration.

Sep 02, 2020 to Nov 06, 2020 - Administration Team and All Staff

Engage staff in monthly social events to build relationships amongst staff members as well as afterschool fun programs for staff members to participate in. Continuing Fun Fridays on the last day of the month and hosting them with fidelity.

Aug 24, 2020 to Sep 02, 2020 - Social Events Team

All staff members practice exploring vulnerability in all conversations, meetings to develop a safe space for individuals to express themselves and grow.

Aug 24, 2020 to Jun 17, 2022 - All Staff

Ensuring all classrooms have a parental log and communication plan at the beginning of the school year and that it is used with fidelity.

Aug 24, 2020 to Sep 02, 2020 - Teachers

Create a PEACE Room to host peace circles and support students to engage in peer to peer conflict resolution, giving them responsibility and autonomy in what the expectations and goals of the school are in conjunction with what we expect students to do in the classroom and the school as a whole.

Jun 22, 2020 to Aug 21, 2020 - SEL Team, PL Team

Administration to engage in 1:1 Check-Ins with Staff Members twice a year.

Sep 02, 2020 to Jun 17, 2022 - Admin, All Staff

All Teachers engage in daily check-ins and morning meetings with all students and all staff members engaging in having positive interactions with at least 3-5 students daily. Staff members also have at least one other staff member that they check-in with daily.

Sep 02, 2020 to Jun 17, 2022 - All Staff

Teachers provide consistent celebrations as students improve academically and behaviorally, through the use of daily, weekly and monthly incentives to promote student achievement and positive behavior.

Sep 02, 2020 to Jun 17, 2022 - All Staff

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

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

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

### ESSA Schoolwide Program

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

The school will engage in data analysis at the beginning of the year to assess the current student's academic needs. A school budget will be developed and the school will also survey inventory to ensure that materials are in alignment with student's current academic needs. The leadership team will also present the school's State of the Union to explain the school's current state.

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

Students will be provided rigorous Tier 1 Instruction, engaging all students in the Gradual Release of Responsibility. Students will also receive differentiated supports through the MTSS process engaging students in differentiated instruction to support student growth and closing the achievement gap so that students can obtain attainment.

**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.**

Students will engage in Tier 1 instruction and also be provided differentiated supports in Tier 2 and Tier 3 instruction. Students will receive small group instructions and be engaged in RIT Academy increasing the amount of time that they will engage in differentiated supports. Students will be provided at grade level and differentiated resources.

**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).**

Students will be provided Tier 1, Tier 2 and Tier 3 support to ensure that they are receiving all of the academic supports needed. Students will engage in the Second Step curriculum to support social-emotional learning, attend advisory classes bi-weekly to support college and career readiness and have access to the counseling and mentoring services by the Counselor, Culture Coordinator, Social Worker, and B.A.M.

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

Daley Academy is an Opportunity School and will continue to work with the Opportunity School office to obtain high performing teachers. We will engage in continuous supports and building relationships to ensure that we retain the best teachers for our students. Daley Academy will engage teachers in coaching cycles and mentor support to ensure all teachers are continuously growing.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

All staff members including teachers, paraprofessionals, and miscellaneous staff members will be engaged in differentiated professional development to meet the needs of the students currently being serviced.

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

Daley Academy will host monthly Coffee with a Principal, host literacy and math nights, engage families through the use of Class Dojo, also contacting families via email in ASPEN.

**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.**

Students will be offered the opportunity to participate in Step up to Kindergarten, a summer program focusing on the development of PK students and preparing them for Kindergarten.

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

Teachers will be provided the opportunity to vote on a differentiated assessment plan determining when teachers will progress monitor as well as whether students will be assessed in the beginning and middle of the school year.

**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.**

Students will be grouped according to Tier levels, based on their MTSS data as well as their TRC/NWEA data to determine grouping. Students will be provided RIT level instruction in grades 3rd-8th as well as intervention supports through small group instruction as well as intervention groups ran by teacher's assistants to support instruction.

**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.**

All students will receive needed services according to state laws. Diverse Learners and Emergent Bilingual students will all receive the needed resources and instructions. Students will be provided nutrition programming through the CPS Food program as well as through health classes offered. Students will engage in an advisory to provide high school and college/career supports.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Parents will review the School Involvement Plan at the beginning of the school year Sept. 2020. This will take place at the PAC Organizational Meeting. The election of the PAC officer will be held and the PAC budget will also be reviewed by 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**

Our Annual Principal Meeting will be held in September 2020 and our PAC Organizational Meeting will be held after the Principal Meeting in September 2020. The Parent Advisory Committee meetings will be held once a month. The parent workshops along with other parent activities are as planned during Parent Advisory Committee meetings.

**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 Local School Council, Parent Advisory Committee will meet every month and the Bilingual Advisory Committee meets once a quarter. During these meetings, parents are updated on progress and important business regarding the school. Parents also plan parent activities, school events, parent field trips, parent training/workshops. These workshops are given by presenters who specialize in educating parents on how to work with their children to support academic achievement and how to address the social and emotional needs of their children.

**Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.**

Parents will be given a report on their child's achievement on ACCESS at the beginning of the school year in September 2020. NWEA and PARCC results will be given to parents during the first Parent/Teacher Conference at Report Card Pick-Up. 3rd and 6th-grade teachers will host annual meetings to inform parents of the progress of their child on state assessments. 8th grade will host semi-annual meetings to inform parents of their child's progress.

**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.**

ALL teachers are highly qualified. If by chance a non-highly qualified person is staffed for four consecutive weeks, as a result of a vacancy or maternity leave, the parents are sent a letter denoting the current status of the position, and the qualifications of the person filling the position.

**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 LSC (Local School Council), PAC (Parent Advisory Committee), and BAC (Bilingual Advisory Committee) will meet monthly. In these meetings, parents are informed on the progress of the school, events and important school business. Parents have the opportunity to participate in the planning and scheduling of workshops and informative sessions by qualified presenters from various organizations.

**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.**

During LSC, PAC, and BAC meetings parents can plan and organize workshops around the topics of literacy and technology in the school's parent room. Parents will have access to computers in the Parent Room during the school day. Parent field trips and activities can be planned and scheduled during these meetings. Parents are encouraged to implement the skills and strategies learned in the trainings, workshops, and field trips when offering their children support 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.**

Parent letters are sent home in June to welcome parents and students to the next grade level. Teachers create supply checklists which are sent home along with the end of the year report cards for summer vacation shopping. Staff will be informed of the school activities planned by parents during the year.

**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.**

Parents attend a monthly meeting with Pre-school teachers and leaders to gain information about the program etc. Teachers meet with parents on a weekly basis when they send home the school folder. Parents are given opportunities to visit classrooms, sign up to volunteer in classrooms or supervise lunchroom and/or recess.

**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 disseminated in both English and Spanish. The school website will be updated weekly. School Social Media accounts will be used to post important announcements and notify parents of upcoming events. All calls made with the "Out-Calling" System are made in English and Spanish. All meetings are translated in both English and Spanish. The school calendar is distributed on a monthly basis and posted on the school website. School activities are announced in the neighborhood newAll memo and notices to parents are sent home 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.)**

Daley Academy is committed to meeting the academic, social and emotional needs of every student by implementing a rigorous differentiated instructional program in an environment that promotes caring, sharing, support and encouragement for all students.

**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.**

Parents will have the opportunity to meet with individual teachers and staff on parent conferences in November 2021 and April 2021 as well as attend the State of the School Address in November 2020.

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

At the beginning of the school year, parents will be given their child's ACCESS report, Spring NWEA Data and individual PARCC results. Every five weeks Progress Reports will be sent home and every ten weeks parents will receive Report Cards and test data. During the last month of school, parents of students in benchmark grades will receive notification of promotion or Summer School status. Parents will also have access to Parent Portal where they can monitor their child's academic progress throughout the year.

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

Staff is available to meet with parents during report card pick up days. Teachers are available to meet with parents in school every day during their scheduled prep periods and immediately after classes are dismissed. Parents may set up appointments during the school year to conference with staff. Parents may call the school and/or walk in the main office. Parents can also communicate with teachers via their CPS email.

**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 in their child's classroom to model reading, tutor students, participate in special events, assist as recess and/or lunchroom monitors as often as possible. Parents are welcomed to chaperone field trips.

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

1. Complying and adhering to District attendance policy
2. Complying and supporting the use of student uniforms
3. Adhering and supporting the CPS school code of conduct
4. Registering their children for after-school programs
5. Encouraging their children to get adequate rest
6. Reading to their children on a daily basis
7. Encourage healthy eating habits
8. Communicating with teachers on a regular basis
9. Become involved in school activities
10. Attend parent workshops as often as possible.
11. Use the Parent Portal to monitor student progress

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

Parents are encouraged to attend and participate in LSC, BAC, PAC, Wellness and CIWP planning committees. The Bilingual Advisory Committee and the Parent Advisory Committee offer workshops where parents can learn strategies to help support their children's academic progress. Parents choose workshop topics during each committee's organizational meeting in October of 2020.

**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).**

1. Complying and adhering to District attendance policy
2. Complying and supporting the use of student uniforms
3. Adhering and supporting the CPS school code of conduct
4. Participate in after school and summer enrichment programs
5. Getting adequate rest
6. Maintain a positive attitude and come to class prepared each day
7. Use the Student Portal to keep up with grade progress
8. Seek before/after school tutoring
9. Participate in College Week and all College readiness workshops and activities available

## **Parent Budget (Complete)**

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to**

**increase student academic achievement through parental and family engagement involvement; specify your goals.**

Parent participation will be encouraged and promoted through the following activities:

- Monthly PAC meetings
- Quarterly BAC meetings.
- Parent Workshops
- Parent Field Trips

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1800.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$734.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$600.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$1000.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00

<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$300.00