



Grover Cleveland Elementary School / Plan summary

2020-2022 plan summary

Team

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Self-assessment

Debora Ward (Jan 28, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

Yes The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted.

- Yes The CIWP team includes staff reflecting the diversity of student demographics and school programs. The CIWP team should include content leads, program coordinators, staff serving student groups who are historically disadvantaged, etc.
- Yes The CIWP team includes parents, community members and LSC members.

Debora Ward (Feb 13, 2020)

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- Yes The CIWP team includes parents, community members and LSC members.
- Yes All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of inclusive Partnerships and as appropriate for each stakeholders role. (Resource: CPS Spectrum of Inclusive Partnerships)

Team meetings

Date	Participants	Topic
01/09/2020	ILT and CWIP members	Framework
01/16/2020	CIWP Members	Framework
01/31/2020	CIWP Members	Frameowrk

School Excellence 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 Expand all

4

Leadership for Continuous Improvement

- 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
- 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 Enable staff to focus and prioritize what matters most
- 4 Employ the skills to effectively manage change

- 4 Make 'safe practice' an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders

Evidence

Currently, the mission and vision have been rewritten to include bi-literacy which definitely reflects the demographics of the school community. However, as the neighborhood is changing we will have to keep a close eye on how the community is changing and adjust for the new needs of the community we serve. The teachers and staff understand the importance of the schools vision and initiatives however, the parents don't share our understanding. The parents have articulated that the priority for their children is fun and that they are happy. They are not concerned if their children are academically challenged. We need to find ways to educate the parents on the importance of the schools mission and vision. The Cleveland School staff understands shared leadership and is usually quite willing to help make significant decisions however, there is not a culture of collective responsibility for the success of all students in the whole school and not just the teachers own students. There is an air of competitiveness in the building. In addition, a few staff members are willing to take the "extra" step in order to move the building forward but the majority of staff does not take on extra responsibilities or volunteer to lead/organize .

4

Structure for Continuous Improvement

- 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 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
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

Evidence

The ILT meets monthly with a representative from each grade band, department, content area, program, and the full administration. The team has a clear focus on improving the instruction of the students of our school. The ILT works together to ask "Is it working?" and is results driven. Data is shared and analyzed, with discussion, problem solving, and steps for implementation for improvement. This data is current and broken down into smaller student groups to help to analyze and to plan and implement targeted interventions and improvements. These improvements are then analyzed for efficacy and then celebrated or changed to bring the desired results. The members of the ILT are able to discuss, brainstorm, analyze, problem solve, and plan steps for implementation on a variety of issues that face our school community. It is a positive, results driven collaboration in which every team member has a voice and where every idea has value. The ILT members are then able to bring this information, these ideas and implementation strategies to their grade level or department. SEL is an integral part of our building and can be found in many areas including a class that students receive weekly. The LSC completely supports instruction and our SEL initiatives. The physical surroundings of the building are always clean and inviting. The school schedule is designed in the best interest of children.

Depth and Breadth of Student Learning and Quality Teaching Expand all

4

Curriculum

- 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 4 Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 4 Curriculum connects to real world, authentic application of learning
- 4 Curriculum is aligned to expectations of the standards
- 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 4 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

16. Our school is emerging in Biliteracy Curriculum, celebrating and capitalizing on our large population of Spanish-speakers. Our school is now a Dual Language school, which celebrates student diversity and seeks to build upon students home language skills as well as viewing this language proficiency as an asset which can be shared with the larger school community. Through this program, we seek to develop the three pillars of dual language in our students: biliteracy, high academic achievement in both languages, and cultural competence. In literacy, teachers use Lucy Calkins Units of Study for Reading and Writing. This curriculum allows extensive student choice in text selection as well as writing topics, which provides the opportunity to explore and celebrate students' communities, culture, history, and language as students select texts from our extensive classroom

libraries that provide both windows and mirrors for our unique school community. By providing students with choice in text and topic, teachers are able to provide rigorous standards based instruction through the context of texts that students feel a connection with. Teachers choose mentor texts that reflect specific cultures and contexts aligned with the students' cultures so that they can identify with them and feel celebrated. In upper grades, reading texts are selected that connect with students' cultures and communities. In math, we changed curriculum this year to Everyday Math in order to provide a more culturally relevant math curriculum that shows an understanding of who our students are. Our previous curriculum was very wordy and language heavy, which did not serve our large ELL population. This current curriculum better serves our diverse population through visual, hands-on learning, and spiraling curriculum. We also incorporate yearly activities that celebrate students' communities, culture, history, and language. For example, we have a Multicultural Night where families present to the school community their country's traditional dishes. Students and families are able to walk around, learn about the countries represented in our community, and taste each dish! 17. Across different content areas and grade levels, teachers identify an essential question or overarching topic for each unit. Each skill and lesson within the unit provides scaffolded support so that students can successfully grow their body of knowledge, understandings, and the skills expected in order to reach mastery on the big ideas. Teachers have written unit plans for each content area that include these essential questions and big ideas for each unit as well as the specific understandings and skills to be mastered in each lesson. 18. For the past several years, teachers have partnered with the Peggy Notebaert Nature Museum for science curriculum that connects to real world, authentic application of learning. Students have the opportunity to explore learning about wildlife and water systems local to Chicago. Science experts from the museum have regularly visited our school to teach and have brought artifacts and live specimens. Students also have the opportunity to visit the nature museum to deepen their understanding of Chicago's natural habitat. As a part of our Everyday Math curriculum, students are exposed in each unit to different topics of exploration. During these explorations, students have the opportunity to experience authentic application with project-based learning. As a part of our Lucy Calkins literacy curriculum, students have the opportunity to celebrate their growth and knowledge at the end of each unit. This looks different for each unit and grade level, however a common thread is that students are given the opportunity to create authentic work for real audiences which motivates them to connect their learning to real-world applications. 19. Across content areas, all curriculum is aligned to CCSS, NGSS, and/or WIDA standards, depending on the content area. As teachers plan units, they first identify which standards will be addressed through the unit in a backwards design. Once these standards based objectives have been determined, each lesson builds the necessary skills for students to reach mastery of these objectives. Teachers have added WIDA standards and Can-Do Statements into their unit plans with ELP goals for each ELL student need. This way CCSS standards are made accessible for ELL students. Teachers are placing a strong emphasis on building student awareness of individual mastery of the standards through the incorporation of student language-friendly "I Can Statements" embedded within the curriculum and on self-assessments. 20. Our school has partnered with several different organizations to bring social-emotional learning curriculum into the classrooms and school. First, we partnered with Calm Classroom in order to train teachers in effective practices for implementing a social-emotional learning curriculum in the primary grades and continue these skills in the upper grades through daily practices. We were supported in this work through several professional developments each year as well as monthly PLCs with a representative from Calm Classroom. This year, we are beginning to partner with Sanford Harmony, a CASEL SElect Program, to further our social-emotional curriculum through meet ups, buddy ups, daily practices and Harmony lessons that align to CASEL standards. This will be implemented in classrooms starting this year. Our Personalized Learning cohorts are also working to integrate the teaching of academics with SEL standards. Our school also has a SEL specials teacher who sees every class in the school on a rotating basis to deliver focused SEL instruction and support. 21. Each classroom in our school has an expansive classroom library with a variety of diverse and contemporary texts across a range of genres. Teachers and administration are always on the lookout to add more books to their classroom libraries that reflect the current populations of their students so that students can commonly see themselves in the texts. In our bilingual classrooms, each class has a separate Spanish library and English library so that students have access to texts in each of their languages in order to grow biliteracy. We also have a book room with a range of grade-level text sets that are contemporary and provide both mirrors and windows for our students. Teachers are able to check out these book sets as they need. In the upper grades, when whole class novels are read, teachers take into account the culture and background of students as they select texts from a wide range of genres.

4

Instruction

- 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 4 Engage students in learning and foster student ownership
- 4 Use questioning and discussion as techniques to deepen student understanding
- 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 4 Provide students frequent, informative feedback
- 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)

Evidence

Cleveland teachers explain expectations on classroom tasks using rubrics and provide high quality examples to set the bar high. Often teachers require students to correct or redo work that does not show top potential. Teachers assign long term and challenging tasks to teach students perseverance and responsibility in time management such as in depth research papers in writing and projects in social studies. 23. Engage students in learning and foster student ownership a Several grade levels at Cleveland are providing choice boards to empower student learning. Students are working towards a particular goal/standard, but they how they achieve their learning goal is up to each individual student. Students reflect on their strengths and areas of need. They reflect on weekly goals in google docs and self assess on rubrics. Students take ownership on how they are going to progress based on student reflection. Most grade levels allow for student choice in reading, mixed in with teacher selection to gain a wide variety of texts. Students get choose topics, text structure, or medium in writing class. Teachers model whole group lessons based on student interests when possible. 24. Use questioning and discussion as techniques to deepen student understanding Teachers at Cleveland use techniques such as turn and talks, jig saws, and literature circles to provide opportunity for student-student discussion in the classroom. Teachers have small group and individual conferences with students regarding their classwork and books they are reading. Teachers use Bloom's levels of questioning in all content. Teachers teach students how to create questions using Bloom's verbs and question stems. Teachers provide discussion starters so that students can agree with, disagree with, clarify or add on to one another's comments Teachers model discussions with students to elevate the level of discourse. 25.

Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning Cleveland students are asked regularly to defend their answers or provide reasoning in responses. This can be seen through graphic organizers or ways of teaching response ((R)ACE-(Restate-Answer,Cite,Explain). 26. Provide students frequent, informative feedback Cleveland teachers grade students on rubrics that have been shared with students in advance. They also comment on student work and return it in a timely manner. This is often done on rubrics within google classroom. Teachers often provide formative commentary on papers as they are being written and summative feedback after it is due. Teachers hold informal-formative conversations with students daily during independent and small group work. Students are explicitly taught to send emails to teachers to encourage professional, two-way communication about grades. 27. Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated Cleveland teachers use lessons from years past and regularly adjust from previous misconceptions. Teachers know students well enough to anticipate what might be misunderstood. For our diverse learners, many inclusion teachers are able to loop with children and have a deep understanding of students' prior knowledge. For our ELs, teachers are often able to identify unknown vocabulary and use total physical response, cognates, or visuals to scaffold. Teachers use misunderstanding as teaching moments and do not embarrass students for not knowing. Students are instead praised for monitoring their own learning and advocating for themselves. Teachers meet with individual students/small group daily to clarify, reteach. Modify, accommodate or enrich targeted objectives. 28. Engage all learners in content areas by differentiating and fully integrating opportunities for all learners Many classrooms use leveled reading, book clubs, LLI, flexible grouping depending on student level. The focus or mini lesson is the same yet student engage in the activity at a level they can handle. Teachers use programs to differentiate texts such as NEWSELA with varied levels of content area readings. Inclusion teachers modify and accommodate tasks for diverse learners so they are exposed to content yet can access it. Teachers utilize the Can-Do Descriptors to differentiate the language tasks for our EL population. 29. 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) All lessons, tasks, and assessment are standards based. Curriculum such as Lucy Calkins reading and writing workshop and Everyday Mathematics are research based. Teachers at Cleveland have a deep commitment to best practice. In reading and writing, students engage with real literature and non-fiction texts. We avoid basals and workbooks and encourage students to do the real reading and writing that readers and writers do. In science, students utilize the scientific method during experiments, such as forming and testing a hypothesis, observing results, and drawing conclusions. In mathematics when students do the problem of the month, they engage in the productive struggle that real mathematicians encounter.

4

Balanced Assessment and Grading

- 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 4 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
- 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
- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 4 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

Evidence

Cleveland School administration and grade level teams monitor the effect of teaching on student learning by monitoring the progress of individual students at various checkpoints. We use NWEA data to determine student's attainment and growth at several points during the school year. This data is used to plan for individual instruction and student goal setting. In addition to NWEA we use F and P, Dibels, TRC, grade level assessment and IAR data. Grade levels plan together and give common assessment. The ILT, GLT and interventionists use a problem solving protocol to screen, diagnose and progress monitor students to ensure we are identifying gaps and monitoring all students for success. Assessments are modified for diverse learners. The modifications as based on the IEP. In addition, we pay specific attention to WIDA CA DO descriptors for our EI students. Assessments for EI learners are modified for the students ACCESS level. Cleveland uses grade level standards when planning assessments. We could use some pd around modifying the grade level standards for EL and DL learners so that they have equitable access to the curriculum. Cleveland has agreed on a school wide grading system that fairly communicate the progress students are making in academic achievement. We clearly differentiate the difference in grades versus behavior.

3

MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism (REQUIRED: MTSS)
- 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 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)

- 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)
- 2 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)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 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)
- 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)
- 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)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 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)
- 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

54. 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) Cleveland School administers universal screeners at each benchmark during the school year. Differentiated instruction is driven from the reviewed data. Small group instruction is provided in the areas of literacy and mathematics, and SEL. Monitoring student progress frequently allows each teacher to make decisions about changes in instruction to ensure optimal learning of all students. For a student struggling to meet success, Tier II interventions provide small group instruction focusing on the identified specific areas of instructional need. The students who do not make expected progress at Tier II move to a more intense level where they receive individualized attention. These interventions are tailored to the student's individual needs. Delivery of these Tiers is in a small setting. Examples of Academic/Behavior Interventions Examples of Small-group instruction • In school tutoring • After school tutoring • Small Group • Achieve 3000 • Phonics Instruction • Reading Fluency Charting • Fresh Reads • Fountas and Pinnell LLI • Despegando (similar to LLI in Spanish) • Words Their Way • Every Day Math Interventions Sections • IXL • Freckle • Kids A-Z • Headsprout Examples of Behavior Interventions Close Teacher Proximity Check for understanding Clear and specific behavior expectations Positive reinforcements Visual behavior expectations Fidgets Personal timer Brain breaks Behavior charting Token Economy Alternative or Flexible Seating Visual task reminders Cool down area Classroom behavior incentives Review daily expectations Check In Check Out Parent communication log Examples of Classroom-based Assessment Adjustments • Extended time • Alternate assessment responses (oral/written) • Observation • Separate setting • Non-reading tests read aloud • Breaking down test into smaller sections

55. 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) Assessments are given at regular intervals (weekly/bi-weekly as determined by the MTSS team) and information guides decision-making. Examples of Formal/Informal Assessments: • DIBELS • IDE-L • Explore • ACCESS • NWEA • Fountas and Pinnell Benchmark Assessment System • Basic Reading Inventory/ Informal Reading Inventory • Illinois Alternative Assessment • Informal Assessments: • Observations • Fresh reads • Fluency snapshots • Work samples • Achieve 3000 • Study Island • Applications for iPad • DLM • Raz Plus Benchmark Assessment Examples of SEL Interventions/Strategies ? Behavior Contract/Goal Setting ? Behavior Intervention Plan (BIP) ? Structured Breaks ?

Check In Check Out (CICO) ? Classroom Management Support ? Counselor Referral ? Daily Behavior Form ? Forced Choice Reinforcement Survey ? Functional Behavior Assessment (FBA) ? Individual & Visual Schedules ? Peer Mentoring ? Non-Verbal Cues & Signals ? Organizational Tools ? Peer Tutoring ? Restorative Justice ? Response To Intervention (RTI) ? Reward System ? Sensory Tools ? Social Stories ? Teach Conflict Resolution Skills ? Teach Coping Skills ? Calm Classroom ? Personalized learning 2 x 10 strategy ? Sanford harmony 56. Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL) At the Tier II level, the student will receive small group instruction/1-1 instruction focusing on desired skill 3 x per week for 15-30 min per session. On a weekly/biweekly basis, the teacher will progress monitor the academic/behavioral skill being taught/expected to document progress/lack of progress. If the student is making progress, Tier II will continue. If after 6 weeks of instruction with fidelity, the student is not making progress, move to Tier III. 57. 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) Classroom teachers will communicate with parents about the MTSS program. All teachers are expected to log the communication. Prior to submitting Tier 1 to the MTSS team, the teachers will communicate with the parents at least 2 times expressing their concerns. Once Tier 1 is completed and the decision to move to Tier II is made, the teacher will send the formal MTSS parent notification letter home. Parents will be updated, weekly through teacher communication, log, class Dojo, etc. during Tier 2 and Tier 3 by the classroom teacher, regarding supports/interventions being provided and student progress. If the student is not making adequate progress in Tier 3, the MTSS team will invite the parents, along with the case manager, social worker, and psychologist, to a meet to discuss further action/request consent for a full and initial evaluation. 58. 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) A letter stating the schools intention to begin the MTSS process will be shared with the parent. Parents can request a meeting with the team to discuss in person the skill deficits and the interventions/strategies that will be used to increase the student's ability to perform the specific academic/behavioral skill successfully. 59. 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) Administration and school teams will partner with community organizations (after school program leader, Boys and Girls Club of America, Chicago Public Libraries, YMCA) to support the needs of students in the MTSS process. 60. Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL) 61. Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL) Classroom teachers communicate their concerns to parents and listen and address concerns and suggestions from parents. As the interventions are provided through the MTSS process, classroom teachers will on a weekly/bi-weekly basis, share progress and strategies to implement at home to ensure families are an equal partner in the process.

4

Transitions, College & Career Access, & Persistence

- 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
- 4 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

TRANSITIONS: In May of each year, our eighth graders attend a High School Investigation Day that is hosted by the High School in which they have been accepted. In September, all seventh graders meet with the school counselor and the assistant principal one on one to go over grades and NWEA scores. They express to students and their families how important seventh grade is and what students need to focus on in order to get into a high school that is the best fit for them. In October all eighth grade students sit with school counselor one on one and look at all high schools they are eligible for and what programs/careers will be a good fit for them in the future. An invitation is extended to attend a joint High School Fair at our neighboring elementary schools. On the last day of school in June, students are introduced to their new grade level teachers upon leaving for summer break. The monitoring of the EL students who are transitioning from the EL program here is always ongoing. During the transition from eight grade to freshman year of high school, many of our eighth graders are offered Freshman Connection by their various high schools. Most graduating eighth graders attended these sessions to learn more about high school and the expectations. **AWARENESS:** For the past several years, Cleveland School has been awarded the OST (Out of School Time) Grant. This grant allows us to hire vendors such as Design Dance (K-1 & 2-3) where students explore various multi-cultural dances and are able to enhance their personal talents and skills. Many other clubs, such as Latin Dance, Harvest Joy, Art Club, Youth Sports and academic enrichment programming are offered to provide students with added support and the ability to explore their own needs and identity. The after-school programming offered provides students with opportunities to enhance their personal talents and skills. This year along with the OST Grant Cleveland was also awarded an after-school grant from OLCE for our EL student population which will provide us with the opportunity to further serve and support our EL student's needs. We currently have 3 EL after-school programs running for grades 2-3, 4-5 and 6, 7, & 8. Additionally, students who are in the EL program have the opportunity to test for the Seal of Biliteracy before entering high school. Lastly, we continue our after-school partnership with the Neighborhood Girls & Boys Club (NBGC) which provides many of the upper grade students the opportunity to become Leaders at NBGC and earn potential scholarships for future schooling. **READINESS:** Using the Naviance system, the College and Career setting is explored with students in grades 6th-8th. Eighth graders dive deeper into this process when applying to high school one on one with GoCPS. Naviance is a system that will travel with a student from 6th grade through 12th grade. Additionally, via this system all students in 6th-8th grade create their own Individual Learning Plan. Each year this plan is tweaked and more information is added in order to further prepare them for the future. All students are given a data goal by their grade level teachers to which there are individual conferences with each student about where they stand academically as well as on the NWEA-growth. This goal is reviewed quarterly with the students. **SUCCESS:** Typically, this is an area that the High Schools will focus on, however as society is increasing its use of technology based platforms when it comes to careers the concept of College and Career Readiness along with the ever changing job market a career lesson is often taught to all 8th graders. In this lesson, students are exposed to various career options, colleges/universities, Holland's Interest Inventory, and OOH (Occupational Outlook Handbook) from the Bureau of Labor and Statistics where students can predict if their career choice will be around upon graduation from college. Many students would benefit from more exposure of STEM programs and various Microsoft programs to further enhance their technological skills and better prepare them for High School.

4

Relational Trust

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

Evidence

70: Many teachers have a formal morning greeting they share with their student, some give high fives, other have various types of handshakes that are performed when students arrive in the morning and upon dismissal. This sense of belonging has created a positive climate within the classrooms and school-wide community. Teachers also consistently implement within their own classroom setting a form of check in and check out with their students adding to the student's sense of community and belonging. Currently, majority of teachers use the DOJO system to share information about a child's school day with their parents. This form of communication has gone over well with both families and faculty. As a school-wide community, the faculty continues to use Calm Classroom strategies, weekly emails with students, Google Classroom on a daily basis. Using these various strategies and forms of communication teachers are fostering and strengthening bonds with our students. Teachers also routinely reach out to our additional support staff; the school counselor and the school social worker for more support from a trusted adult when a student is having any type of difficulty.

71: Staff has received professional development on SEL in regards to Empathy, Restorative Practices, Check in and Check out, and various MTSS strategies and resources. Various staff members were trained in Trauma Informed Practices in which they have shared various de-escalation strategies with grade level teams as needed. Every month a Character Assembly is held in which students are recognized for practicing the Character Trait of the Month in addition to the character trait, all grade level teachers pick a student from their classroom to be recognized as a Student of the Month. This personal recognition has had a positive effect on not only student-student relationships, but also adult-student relationships resulting in a more positive and supportive environment for all. Additionally, one student is chosen per grade level to be recognized as a Cardinal Superstar. Their picture is taken and hung on bulletin board for the month-thus highlighting their achievement.

72: Teachers have many opportunities during the school year to collaborate with one another thus fostering positive working relationships and building a stronger sense of community. Many teachers are on the ILT (Instructional Leadership Team) where they work as a shared leadership community building and strengthening the school community. On a monthly basis, the principal will select two teachers and two staff members to recognize as Cardinal Superstars. A photo is taken of each staff member and hung on a bulletin board for the month-thus highlighting their achievement. Lastly, a personal email is composed by the principal and sent to all staff members highlighting these selected individuals and their achievements. This has helped to create a supportive and positive climate for all staff.

3

Student Voice, Engagement, and Civic Life

- 3 Study politics
- 3 Become informed voters and participants in the electoral process
- 3 Engage in discussions about current and controversial issues
- 4 Explore their identities and beliefs (REQUIRED: OSEL)
- 4 Exercise student voice (REQUIRED: OSEL)
- 3 Authentically interact with community and civic leaders
- 3 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture

Evidence

Teachers expose students to the structures and functions of government, and ask students to reflect on their own experiences as members of their community. This begins with talking about family structures and community in the lower grades, to more in depth analysis and discussion of local, national, and international structures in our middle school. Teachers in our middle school expose students to how media can be manipulated to spread various types of information. Teachers teach students about the history and structures of the voting process. Since our school is a polling place, many teachers take our students for a first hand look of how voting works. Additionally, teachers ask their students to ask their parents to take them to the polling place when they vote, so they can be active participants in the voting process. In our middle school, many classes participate in electoral simulations to better inform our students. Teachers in most classes throughout the school prepare students for discussion, evaluate evidence develop arguments, and deepen their viewpoints. Teachers additionally help students how to engage in respectful and productive discussions. They are able to utilize this skill set in their academics and transfer them to current and controversial topics. Cleveland is a community that celebrates individual differences. Throughout our school adults teach and model respect, empathy, and individual differences. Teachers are able to engage in dialogue with students, especially in the middle grades, about social identities, diversity, race, racism, and equity. Students have an active opportunity to exercise student voice. The administration regularly meets with students to give their perspectives, as well as take surveys, to help decisions at Cleveland. CHOCO, Cleveland Helps Our Community Out, is an active body made up of students that focuses on school improvement initiatives. Most of our teachers expose students about various civic leaders and their roles in civil society. Civic leaders are invited to speak with our students. On a monthly basis, our middle school students engage with Lawyers in the Classroom to expand their understanding of civic responsibility. Our middle schoolers and their parents have also worked with Friends of Cleveland in engaging with community partners at various school events. Most teachers in our middle schools integrate research and analysis of issues and have students identify root causes, develop a

theory of action and implement a response about various issues. Classes across content areas explore various issues connected to content. Grade level, grade band, and content area committees allow for collaboration to infuse civic learning throughout the school. This is then transferred into the classrooms at the student level.

4

Physical and Emotional Safety

- 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

Evidence

82. Cleveland school practices drills to ensure the safety of all who are in the school building. We have two Chicago Police Officers who work daily to ensure the safety and well-being of all within the school. The CPD officers are stationed at the main entry of building to ensure that all who enter are there for a purpose. Every year Cleveland follows its safety plan and follows the CPS protocol of holding a lockdown drill as well as monthly fire and safety drills. When hosting an intruder drill all parents are notified of such drill to ensure the emotional and safety of all children. Cleveland School currently has a separate SEL class that meets weekly for all students Pre-K-8. The School counselor and the SEL teacher team-teach a unit on bullying to the students. Teachers have also received training from Stanford Harmony, which provides additional SEL lessons and supports for the teachers to implement within their classroom environments. This online tool is part of the CASEL/OSEL domain. 84. Teachers seek out the school counselor and or administration when such a concern arises. Depending on the situation of concern, the school counselor, social worker, assistant principal, in house CPD officers and principal would address the concern. School counselor and Administration were trained in Title IX policies and procedures. 85. Teachers have established clear routines in their classrooms and monitoring passing periods in the hallway. Upon arrival and dismissal, classroom teachers do check ins and check outs with their students. Many teachers and students have established a handshake system or high-fives with their classes. 86. Cleveland currently has a School Climate Team that meets on a monthly basis to review and discuss the emotional and safety of all students. The School Climate team has received training on Trauma. The climate team has worked to develop a Trauma-Informed Action Plan to continue to ensure that the school climate is positive and meets the School Climate Standards. Additionally, the team was trained on Restorative Practices and implements those practices when needed.

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

86: Instructive: A school wide initiative using Calm Classroom and SEL standards has been implemented throughout the school. Students receive Calm Classroom curriculum/techniques within the classroom and 60 minutes of SEL sheltered instruction with an SEL teacher once per week. Staff is being coached in Personalized Learning which has SEL components built into the instruction. The Personalized Learning SEL instruction we have been coached on are as follows: use of 2x10's, morning soft starts, conferencing, learner profiles, levels of autonomy. Staff has also been trained and is utilizing Responsive Classroom techniques during morning meetings. 87:Restorative: Calm Classroom curriculum guides students through scenarios and how to resolve conflict and learn from their behavior. Personalized Learning guides students through levels of autonomy. Students are reflective and take ownership of their own behavior as well as the quality/content of their work. Based on these reflections/conferences with the teacher, students advance through the levels (1-4), the highest being 4. Students are given more autonomy as they advance through the levels. 88- Supportive: There is a Support Staff for teachers and families to help manage trauma/crisis intervention within the school. These staff members include a School Social Worker, School Counselor, and Case Manager. Our School Counselor regularly provides resources to help families seek outside help as needed. These staff members also help determine/suggest a course of action to help students and families. There is also an MTSS plan for students with emotional needs. We practice the 4 dimensions of an equity lens. to provide a descriptive, conceptual understanding of what equity work requires of individuals and how we can think and act in service of our students.

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
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)

3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)

3 Partner equitably with parents speaking languages other than English

4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)

Evidence

90. Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL) Parent Perspective-This is something that is, with a few exceptions, done on a regular basis. From my experience the majority of the staff at GCE is friendly and helpful when asked a question. Areas where I would address is on or around the exterior of the school, the ones outside as the monitors before school. For some parents – especially newer ones – these can be the first impression of the attitude of the school, and those people should be trained to be ready to answer questions and have conversations on where to go, what to do etc. The other area is the front office. More often than not the school Clerk is there and she is absolutely phenomenal. Friendly and ready to answer any question to the best of her ability. However, if she isn't there for any reason, the answers can be short, disinterested or dismissive. This can carry over to the phone answering as well. Remember – for some, this is the absolute first impression that parents or better yet – potential parents – get of the school. Teacher Perspective- Most teachers at Cleveland are consistently warm, inviting, and helpful. Teachers at Cleveland are eager to help parents and adults visiting the building with any and all questions. Parents of students are able to contact their teacher through Class Dojo with questions and concerns. Cleveland has created an inclusive environment where all families with diverse backgrounds are welcome and acknowledged. Cleveland has demonstrated it's warm and inviting nature through the execution of events such as Taste of Cleveland, in which parents participated in a cultural food tasting. 91. 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). Parent Perspective- There are currently few programs that the school initiates. There is a literacy night at the school, and there was a Taste of Cleveland in the 2019-2020 school year. These were great events, but well attended by a group of people who already attend events at the school. These can be better publicized – again by a School Newsletter that goes home with families or, even better, digitally. Items that can be added in the future, perhaps, can be something monthly – science fair, music performances (choir or band), drama performance. All of these things should carry a heavy outreach to the surrounding community. The easiest way to do that is to reach out to the civic organizations (IPEAN, TRIP, HPN) and the Alderman's office to let them know of these items. The more outreach there is the more engaged the community will be. LSC meetings should be well publicized I the aforementioned formats – social media, aldermans office etc. To date, I haven't seen an LSC meeting reminder anywhere but on the doors of the school only one to two days before the meeting. There are so many avenues to create great communication between the school and families. The object should be to cover as many of them as possible to have a highly engaged school populus. Parent Perspective 2- Winter performance, talent show, student fair would be amazing. As a parent, I would love to see these come to the school. These are perfect opportunities for not only kids to do something fun but to help parents and families members feel more engaged in the school. Teacher perspective- Cleveland strives to provide families and the surrounding community various opportunities to participate in engaging activities. We have a number of events that are open to families such as Literacy Night in which parents can learn reading strategies to continue the support at home. Another successful event was the greatly attended "Taste of Cleveland" in which parents were able to participate by showcasing their heritage with a dish. Not only did we have parents supporting this event but community members joined in to celebrate our Cleveland Community. Other successes have included partnerships with programs and local community members. Cleveland has a partnership with Writer's Theatre throughout multiple grade levels. This partnership has involved local artists working in the classroom with students. Through this experience, learners use their voice and body to express their learning of a given novel. The culminating activity allows learners to act in an onstage performance for community members, parents, and peers. We have a strong partnership with Advocate Masonic Health who has graciously brought in the Small Bites program; a kid friendly nutrition program that supports our students path to healthy eating. It has also graciously provided our families with boxes of fresh fruits and vegetables that support healthy options at home. Another program is The local Boys and Girls Club which has partnered with Cleveland Elementary to assist parents with after-school care. This program provides academic support as well athletic opportunities. 92. Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback Parent Perspective 1- Currently the school is quick to answer questions via email, or in person. They are always receptive to feedback and willing to discuss concerns that may arise. I have been pleasantly surprised to have such a responsive admin at the school who is always willing to have the conversations. Areas of improvement: Having a town hall for the community can be an outstanding opportunity to come together. Parent Perspective 2- A monthly school meeting would be nice to have- other schools in the Area do Principal Conversations. We could do Principal (or another admin staff) and maybe feature a teacher each month. Cleveland has so many amazing things that happen inside the schools that parents don't hear too much about- this would be a good time to showcase that while answering parent questions as well. Teacher Perspective- Most teachers at Cleveland are very responsive and are quick to answer questions through email, in person or Class Dojo that parents might have about the education of their children. Cleveland teachers try to create strong partnerships with their students' parents and are very open to parent communication as a way to continue a partnership that will promote the students academic path to success. Teachers are always prepared to accept feedback and are quick to resolve any concerns, always striving to enhance their teaching practices for the betterment of their students. Admin is very supportive of this responsive method and is always open to all questions and concerns that parents may have. Additionally, Cleveland collects parent feedback through the My School, My voice survey and takes into account any areas for improvement. 93. 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) Parent Perspective- The teachers that are open to ideas and willing to work in a collaborative way have shown to see themselves as partners with parents in the education of the children. I haven't seen anything that has gone out of its way to formally invite families to contribute and participate in decision-making about their children and about the school. Meeting with teachers has been part of the education process – report card pickup, addressing a problem or an area for improvement on the individual child. Some teachers who out of their way to provide ways for parents to get involved in the everyday learning that their children do by being part of the events that the children participate. Again, this can be addressed with a town hall discussion – maybe a larger parent/teacher night per grade. You can use the Assembly Hall (auditorium) on different evenings with the different grades (separate, not at the same time) to go over curriculum and expectations of the year. Currently, here is a supply drop-off/meet your teacher, but this is too chaotic and busy to really get into the formal engagement process. Teacher Perspective- Most Cleveland teachers believe that a three way partnership which includes the student, parent, and teacher is the best way to reach academic and social emotional success. Parents are always in the know about what their students are doing in the classroom through DOJO. DOJO has digitally opened the classroom community and the work students are achieving to all parents in a safe space. DOJO provides parents the opportunity to like, comment, and ask questions of the work they are seeing their children do in the classroom which allows them to feel part of the decisions that involve their students. Literacy Night is another good example of an event when parents are welcomed into the classroom to engage and participate in a literacy activity with their students. During this time, teachers highlight the literacy curriculum for their grade level. Parents are encouraged to ask questions and provide feedback and insights. 94. Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL) Parent Perspective 1 - Individual teachers that use ClassDojo have been extremely effective in communications with their parents. Areas for improvement: Transparency in

communications is so imperative to a highly functioning school. Engaged families who know what is happening on a day to day basis, without having to go out of their way to find out this information makes them more engaged with their children, and more likely to stay at Cleveland long term. Currently, there is one newsletter that is outside a classroom in the school. To date, I haven't been aware that there even was a newsletter published at the school, not that I've gone looking for it, but I'd criticize that only being outside one classroom on the second floor of the school (1st floor?) is not an equitable way of distributing information to parents. In fact, I would argue that it has the opposite effect. It forces parents to come out of their comfort zone and enter the school to find out about functions and goings-on within the school. To further criticize this newsletter, it (seemingly on purpose) omits any sort of parent function or group - Friends of Cleveland - that has multiple functions monthly to engage families to take part in their child's education through various ways. I feel like, while this seems like a simple oversight, I believe that it intentionally undermines the organization. A simple solution to this would be to distribute this newsletter over multiple platforms: Dojo, Email, posting in the FB Group (Committed to Cleveland - which is a closed group to ONLY families, like Dojo). Parent Perspective 2- Dojo has been pretty awesome. Is there a way for teachers to post monthly class newsletters to Dojo to see what is coming up for their class? Can we ensure all Cleveland staff use Dojo so there is consistency with this grade to grade? Teacher Perspective- Almost all Cleveland teachers have Class DOJO, a friendly, safe, and easy to use application that allows parents and teachers to communicate on an instant basis. Currently Cleveland has 41 teachers signed up and actively using DOJO. To date we have 544 parents signed up and using this communication tool. Within one week, over 500 messages have been sent to our families. Teachers are actively communicating with parents through the use of their homeroom portal. Posts include classroom videos, classroom newsletters, calendar updates, educational videos that support parent engagement, student personal portfolios, and positive reinforcement through a point system. Messaging is seamless and allows real-time communication. This alleviates any confusion, questions, and concerns which could become future problems and keeps parents in a constant loop. Constant teacher and parent communication builds trust and a strong relationship regardless of language. DOJO provides a translation tool that breaks language barriers for all families and teachers involved. 95. Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL) Parent Perspective- I haven't had experience with this, but I would wonder if having a parent group assist with outreach in addition to the school and/or specialized social service agencies to help take the edge off may be beneficial. Teacher Perspective- School Counselor and Social Worker aide families through home visits and referrals to social service agencies. 96. Partner equitably with parents speaking languages other than English Parent Perspective- I think there has been some division between the different language speakers- the language barrier being the dividing line. Working equitably with various parents, means communicating with them in a collaborative way. If they cannot understand each other, then progress will be stalled and will make the division even that much more prevalent. With the implementation of the Dual Language program this year at Cleveland, I believe this is paramount to its continued success. There will be parents who do not speak Spanish who may elect to have their children in the dual language program, but may not feel that they can adequately support their children at home from their lack of ability to speak Spanish. This is something that has been identified this year, but there was not much interest from anyone who could lead a program such as this. Teacher Perspective- At Cleveland, teachers are aware of the linguistic diversity that our students and their families bring to our school community. Although language can slow down communication it in no way creates a division among families and teachers. One such example was the Taste of Cleveland. This event was open to all parents in the Cleveland Community. Families with linguistic diversity came together to speak one language-food. It was no longer a matter of what we look like or speak but of what we could bring and share together. That is the type of community we want to instill in our school building. We want to celebrate diversity and instill that respect to our students. Additionally, the Bilingual Advisory Committee holds meetings that welcome all parents to converse and collaborate. This committee's goal is to embrace and support bilingual parents. 97. 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) Parent Perspective- I feel that this has been achieved by having the organized parent group Friends of Cleveland -who's mission mimics the schools by working in a collaborative way to enrich the education of the children at Cleveland. While the relationship is young, there has always been an 'open door policy' when it comes to ideas or having a conversation about collaboration. I think that the creation and addition of the parent group has been a huge benefit to overall communications and familial engagement in the school. Obviously, I'm biased, but I can only see this entire relationship growing. Teacher Perspective- Cleveland has had the incredible opportunity to partner with the parent group Friends of Cleveland. This group has many accomplishments such as creating enriching student parent activities, beautifying the exterior and interior of the building, and fundraising for academic programs. Most teachers have embraced this relationship and offered ideas, volunteered at events, and collaborated through event planning. Additionally, the parent group, the Bilingual Advisory committee has been excellent with collaborating with teachers and helping the Cleveland community.

Self-assessment

Debora Ward (Jan 30, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Students are consulted for determining SEF ratings.

Debora Ward (Feb 13, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Yes	Students are consulted for determining SEF ratings.

School Excellence Framework Priorities

Score **Framework dimension and category**

Area of focus ☐= Not of focus

3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1	2	3	4	5	⊗
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1	2	3	4	5	⊗
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1	2	3	4	5	⊗
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1	2	3	4	5	⊗
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1	2	3	4	5	⊗
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	1	2	3	4	5	⊗
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1	2	3	4	5	⊗
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1	2	3	4	5	⊗
4	Quality and Character of School Life: Family & Community Engagement	1	2	3	4	5	⊗
4	Quality and Character of School Life: Physical and Emotional Safety	1	2	3	4	5	⊗
4	Quality and Character of School Life: Relational Trust	1	2	3	4	5	⊗
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1	2	3	4	5	⊗

Self-assessment

Debora Ward (Feb 12, 2020)

Overall assessment: **3 (most practices evident)**

Yes Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.

Yes Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.

Debora Ward (Feb 13, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.

Yes Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.

Debora Ward (Feb 13, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.

Yes Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.

Goals

Areas of critical need and root cause analysis

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.;

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.

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 Attainment G2-8 (Math) NWEA attainment in math for all students especially diverse learners needs to improve.	Overall		66.00	71.00
	Students with IEPs		45.00	50.00
Vision: NWEA Attainment G2-8 (Reading) NWEA attainment in reading for all students especially diverse learners needs to improve.	Overall		73.00	76.00
	Students with IEPs		25.00	35.00
Vision: Attendance Rate Attendance is an area of concern for all students.	Overall		95.00	96.00
	Students with IEPs		95.00	96.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Progress on ACCESS should be considerably higher.	Latinx		50.00	55.00
	Students with IEPs		40.00	50.00
(Blank)			(Blank)	(Blank)
			(Blank)	(Blank)

Required metrics (Elementary)

100% complete

	2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
My Voice, My School 5 Essentials Survey				
In 2018-2019 Cleveland was well organized.	(Blank)	(Blank)	5.00	5.00

Custom metrics

0% complete

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

Self-assessment

Debora Ward (Feb 20, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

increase stakeholders (i.e. parents, students staff and community) awareness of the importance of attendance and academics

increase in stakeholder involvement

an increase in student motivation and parental involvement.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Attendance incentives, professional development, Attendance clerk and supplies.

Tags:

Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Equity: Inclusive Partnerships, FACE2: Parent Engagement, OSCPA: Social/Emotional Support, OSSE: Attendance & Truancy

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Student, Staff and parent survey around motivation and attendance

Administration

Aug 24, 2020 to
Sep 30, 2020

Not started

Family & Community Engagement, OSSE: Attendance & Truancy

Parent education around executive functioning for children. i.e. Academic expectations, Developmental, and social emotional capabilities, Appropriate use of technology.

ILT

Sep 7, 2020 to
Dec 31, 2020

Not started

OSCPA: Social/Emotional Support

Schedule school sign up to encourage parents to sign up for parent portal.

Administration

Aug 26, 2020 to
Sep 7, 2020

Not started

FACE2: Parent Engagement

Host an open house where parents follow students schedules and become aware of Cleveland's policies regarding cell phone, technology, grade, behavior and attendance.

Administration

Aug 26, 2020 to
Aug 26, 2020

Not started

FACE2: Parent Engagement

Provide quarterly and a year end attendance incentive for 98% attendance	Attendance clerk	Sep 7, 2020 to Jun 18, 2021	Not started
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OSSE: Attendance & Truancy

Hire an attendance clerk to track attendance and make daily phone calls or connect to parents on Do Jo.	Administration	Sep 7, 2020 to Jun 30, 2021	Not started
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OSSE: Attendance & Truancy

Post attendance totals everyday outside of classroom and rewarding the class with the highest weekly attendance	Attendance Clerk	Sep 7, 2020 to Jun 30, 2021	Not started
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OSSE: Attendance & Truancy

Create and incentive system for students on the honor roll.	ILT	Aug 24, 2020 to Oct 31, 2020	Not started
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OSSE: Attendance & Truancy

Strategy 2

If we do...

create and implement a MTSS protocol with research based resources

...then we see...

consistent research based intervention across grade levels (school wide) being implemented with fidelity

...which leads to...

students needs being met and student progress.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Tags:

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Recruit a diverse MTSS core team that is responsible for driving the school's MTSS Framework and implementation	Administration	Jul 1, 2020 to Aug 31, 2020	Not started

MTSS: Shared Leadership

Provide data access to entire staff on key aspects of MTSS	Adminsitration	Aug 24, 2020 to Aug 31, 2020	Not started
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MTSS: Shared Leadership

Create and implement a MTSS protocol with research based resources which includes a clearly defined menu of tiered 2 and 3 interventions and also includes SEL strategies.	MTSS team	Jul 1, 2020 to Dec 31, 2020	Not started
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MTSS: Shared Leadership

Determine in house tiering criteria and determine a menu of options that are classroom-based and school wide.	MTSS team	Jul 1, 2020 to Sep 30, 2020	Not started
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MTSS: Shared Leadership

Learn to identify key data points and data sharing to build structures conducive to the problem solving process.	MTSS Team and Administration	Sep 7, 2020 to Jan 31, 2021	Not started
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MTSS: Problem Solving Process

Facilitate training and regular practice with the Cleveland protocol and problem solving process.	MTSS team	Aug 31, 2020 to Jun 18, 2021	Not started
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MTSS: Problem Solving Process

Use the problem solving process to determine appropriate tiered supports for individual students and use the problem solving process when analyzing school and grade level data to inform tiered instruction.	MTSS team and grade level teams.	Sep 7, 2020 to Jun 30, 2021	Not started
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MTSS: Problem Solving Process

Define internal criteria to identify students that may need interventions. (data points)	MTSS team and grade level teams.	Jul 1, 2020 to Aug 31, 2020	Not started
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MTSS: Problem Solving Process

Clearly define the method, the frequency and how to measure the progress of each individual.	MTSS team	Jul 1, 2020 to Aug 31, 2020	Not started
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MTSS: Progress Monitoring

Progress monitor students learning goals, at their instructional level, to determine whether an intervention plan should be adjusted, continued or concluded.	Grade level teams and intervention providers.	Sep 7, 2020 to Jun 30, 2021	Not started
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MTSS: Progress Monitoring

Establish regular communication with families to build their understanding of MTSS , purpose of the interventions and tiered support systems and how it will support their child. Engage families in supporting progress monitoring of their students. Ensure feedback/input of families is taken into consideration during the problem solving process and intervention planning.	School Team	Sep 7, 2020 to Jun 30, 2021	Not started
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MTSS: Family and Community Engagement

Utilized data to reflect on the fidelity of implementation, reflect and make changes to the protocol as needed.	MTSS team and administration	Sep 1, 2020 to Jun 30, 2021	Not started
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MTSS: Fidelity of Implementation

Strategy 3

If we do...

within Personalized Learning, create structures for students that allows for student choice and ownership, for example, input on their texts, learning tasks and assessment options

...then we see...

a greater sense of agency to advocate for their learning needs,.

...which leads to...

The schools attainment and growth goals on NWEA, improved attendance, and a rise in the 5 essentials scores.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Personalized learning professional development. Coaching around Personalized learning. Coaching around social emotional learning. Differentiated curriculum

resources, one to one technology. .

Tags:

Relational Trust, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Procure a variety of texts for use in all classrooms	Principal	Jun 20, 2020 to Aug 31, 2020	Not started
Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Personalized Learning: Tailored Learning/Differentiation			
Procure technology devices for use by students.	Principal	Jul 1, 2020 to Dec 31, 2020	Not started
Instruction, Personalized Learning: Learner Focused			
Continue personalized learning pilot team meetings(to help determine what structures are effective for creating a greater sense of agency.	PI Coaches, PL teams	Aug 24, 2020 to Jun 18, 2021	Not started
Personalized Learning: Learner Agency			
Monthly PD for PL Champions who lead teams.	PL Coaches	Aug 24, 2020 to Jun 18, 2021	Not started
Personalized Learning: Progression Based on Mastery			
Develop strategies for responsible decision making in the classroom	ILT	Jul 1, 2020 to Aug 24, 2020	Not started
Physical and Emotional Safety, Personalized Learning: Learner Agency			
Develop professional learning for teachers around educating students on how to make appropriate choices when selecting texts, learning tasks and assessment options.	PL Champion Teachers	Aug 24, 2020 to Jun 18, 2021	Not started
Curriculum, Assessment: Checkpoint Student Assessment System, Personalized Learning: Progression Based on Mastery			
Develop professional learning around the use of technology.	technology teacher	Jul 1, 2020 to Dec 31, 2020	Not started
Literacy: Shift 4-21st Century Professional Learning			
Develop and implement a school wide SEL plan	Culture and Climate team	Aug 24, 2020 to Jan 31, 2021	Not started
OSEL: SEL Instruction, Personalized Learning: Authentic Learning			
Implement strategies learned in professional development	Administration/PL Coaches	Aug 24, 2020 to Jun 30, 2021	Not started
Leadership for Continuous Improvement, Personalized Learning: Learner Focused			
Implement learner led modules	PL teachers	Sep 7, 2020 to Jun 30, 2021	Not started
Personalized Learning: Tailored Learning/Differentiation			

Action Plan

Strategy 1

- + Student, Staff and parent survey around motivation and attendance

Aug 24, 2020 to Sep 30, 2020 - Administration

Status history

- + Parent education around executive functioning for children. i.e. Academic expectations, Developmental, and social emotional capabilities, Appropriate use of technology.

Sep 07, 2020 to Dec 31, 2020 - ILT

Status history

- + Schedule school sign up to encourage parents to sign up for parent portal.

Aug 26, 2020 to Sep 07, 2020 - Administration

Status history

- + Host an open house where parents follow students schedules and become aware of Cleveland's policies regarding cell phone, technology, grade, behavior and attendance.

Aug 26, 2020 to Aug 26, 2020 - Administration

Status history

- + Provide quarterly and a year end attendance incentive for 98% attendance

Sep 07, 2020 to Jun 18, 2021 - Attendance clerk

Status history

- + Hire an attendance clerk to track attendance and make daily phone calls or connect to parents on Do Jo.

Sep 07, 2020 to Jun 30, 2021 - Administration

Status history

- + Post attendance totals everyday outside of classroom and rewarding the class with the highest weekly attendance

Sep 07, 2020 to Jun 30, 2021 - Attendance Clerk

Status history

✦ Create and incentive system for students on the honor roll.

Aug 24, 2020 to Oct 31, 2020 - ILT

Status history

Strategy 2

✦ Recruit a diverse MTSS core team that is responsible for driving the school's MTSS Framework and implementation

Jul 01, 2020 to Aug 31, 2020 - Administration

Status history

✦ Provide data access to entire staff on key aspects of MTSS

Aug 24, 2020 to Aug 31, 2020 - Administration

Status history

✦ Create and implement a MTSS protocol with research based resources which includes a clearly defined menu of tiered 2 and 3 interventions and also includes SEL strategies.

Jul 01, 2020 to Dec 31, 2020 - MTSS team

Status history

✦ Determine in house tiering criteria and determine a menu of options that are classroom-based and school wide.

Jul 01, 2020 to Sep 30, 2020 - MTSS team

Status history

✦ Learn to identify key data points and data sharing to build structures conducive to the problem solving process.

Sep 07, 2020 to Jan 31, 2021 - MTSS Team and Administration

Status history

✦ Facilitate training and regular practice with the Cleveland protocol and problem solving process.

Aug 31, 2020 to Jun 18, 2021 - MTSS team

Status history

✦ Use the problem solving process to determine appropriate tiered supports for individual students and use the problem solving process when analyzing school and grade level data to inform tiered instruction.

Sep 07, 2020 to Jun 30, 2021 - MTSS team and grade level teams.

Status history

✦ Define internal criteria to identify students that may need interventions. (data points)

Jul 01, 2020 to Aug 31, 2020 - MTSS team and grade level teams.

Status history

✦ Clearly define the method, the frequency and how to measure the progress of each individual.

Jul 01, 2020 to Aug 31, 2020 - MTSS team

Status history

✦ Progress monitor students learning goals, at their instructional level, to determine whether an intervention plan should be adjusted, continued or concluded.

Sep 07, 2020 to Jun 30, 2021 - Grade level teams and intervention providers.

Status history

✦ Establish regular communication with families to build their understanding of MTSS , purpose of the interventions and tiered support systems and how it will support their child. Engage families in supporting progress monitoring of their students. Ensure feedback/input of families is taken into consideration during the problem solving process and intervention planning.

Sep 07, 2020 to Jun 30, 2021 - School Team

Status history

✦ Utilized data to reflect on the fidelity of implementation, reflect and make changes to the protocol as needed.

Sep 01, 2020 to Jun 30, 2021 - MTSS team and administration

Status history

✦ Procure a variety of texts for use in all classrooms

Jun 20, 2020 to Aug 31, 2020 - Principal

Status history

✦ Procure technology devices for use by students.

Jul 01, 2020 to Dec 31, 2020 - Principal

Status history

✦ Continue personalized learning pilot team meetings(to help determine what structures are effective for creating a greater sense of agency.

Aug 24, 2020 to Jun 18, 2021 - PL Coaches, PL teams

Status history

✦ Monthly PD for PL Champions who lead teams.

Aug 24, 2020 to Jun 18, 2021 - PL Coaches

Status history

✦ Develop strategies for responsible decision making in the classroom

Jul 01, 2020 to Aug 24, 2020 - ILT

Status history

✦ Develop professional learning for teachers around educating students on how to make appropriate choices when selecting texts, learning tasks and assessment options.

Aug 24, 2020 to Jun 18, 2021 - PL Champion Teachers

Status history

✦ Develop professional learning around the use of technology.

Jul 01, 2020 to Dec 31, 2020 - technology teacher

Status history

✦ Develop and implement a school wide SEL plan

Aug 24, 2020 to Jan 31, 2021 - Culture and Climate team

Status history

+ Implement strategies learned in professional development

Aug 24, 2020 to Jun 30, 2021 - Administration/PL Coaches

Status history

+ Implement learner led modules

Sep 07, 2020 to Jun 30, 2021 - PL teachers

Status history

Fund Compliance

ESSA Program

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

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 and families are invited twice a year for the State of the school address. In this presentation we review and receive feedback from the community around ESSA, Title 1 school parental and family engagement, and review school improvement.

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

The annual meeting is held in September at the start of the school year to inform parents of the schools participation in NCLB Title 1 programs. At this time a vote is taken for offices and a schedule of meetings is voted on. An invitation is extended to all parents via a flyer or social media account asking parents to attend.

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.

Suggestions from the PAC and BAC are communicated to the administration who shares them with the ILT and the LSC. These suggestions are taken under advisement, discussed and acted upon if appropriate.

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.

A one page report for each individual student is sent home and/or handed out to each parent at the beginning of each school year.

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.

A letter notifying parents about the NCLB status of a teacher who is not highly qualified is mailed to each student's home.

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.

Parent meetings are held on a monthly basis to discuss NCLB topics which includes state and common core standards, state and local achievement standards, state and local assessments including alternate assessments: the requirements of Title 1. A general parent meeting is held twice a year to address the State of the School and these topics.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents classes and information sessions are held each month. An invitation to these events is sent home via flyers and social media to the community. The school also hosts literacy, math and science nights throughout the year. These night are to provide resources and train parents how to help their children academically. In addition, we are a Parent University site which offers a variety of classes for parents to help them with their children.

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.

We include how to reach out, community with and work with parents as equal partners as part of our staff handbook. We have professional development scheduled throughout the year which includes this topic.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The preschool program at Cleveland includes parent programs and activities, These programs are scheduled for the first three days of school and repeated on various Fridays throughout the school year.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All communication to parents and the community is done 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.)

Cleveland School is committed to working with parents and the community, in providing each student, a research based multifaceted education in a safe, nurturing environment that promotes academic bilingualism through bi-literacy, self-discipline, perseverance, and academic rigor. The Cleveland School's mission is to prepare students to meet the challenges of society by providing equitable academic opportunities, emphasizing academic bi-literacy in the core subjects to enable them to become critical thinkers, problem solvers, and be active members of a caring, capable and responsible global community

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.

Formal parent teacher conferences are held twice a year. Parents and teachers are encouraged to request a conference when the need arises.

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

Parents receive report cards four times a year at the end of each quarter and a progress report four times a year at mid-quarter. In addition parents can access student grades on the parent portal.

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

The staff is available to meet with parents everyday by appointment. All staff member are available by e-mail and most staff member have a Dojo account to communicate with parents.

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.

Each year a volunteer form is sent home to parents with various activities that parents can volunteer for which includes classroom activities. Once this form is returned we create a volunteer list and coordinate the activities.

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

Parents have a responsibility to get their children to school on time and on a regular basis. If children are going to be absent a call to the attendance clerk is required. Homework is assigned on a daily basis. Students write down their homework in an agenda book, parents are asked to sign off on homework once it is completed. In middle grade homework is assigned via Google-classroom.

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 free to consult with the school by making an appointment with the staff member they wish to speak with. All staff member have e-mail addresses or Dojo accounts where parents can contact them.

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 share the responsibility for improved academic performance, we encourage, talk about data, set goal, and speak to students about good attendance, positive attitude and being prepared for calss.

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.

To increase parent knowledge and expertise in helping their students succeed academically,

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.	\$ Amount .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.	\$ 274 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 411 .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)	\$ 2749 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .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.	\$ Amount .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.	\$ Amount .00
53510	Postage Must be used for parent and family engagement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ Amount .00