

Columbia Explorers Elementary Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	Whole Staff	CIWP, SEF
02/10/2020	ILT	SEF and Priorities

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

- 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:** Being a newly STEM school our Mission and Vision was revised to reflect our school's principles. "Teachers share their practice through teacher-led professional development and opening their classrooms to be observed. Teachers share responsibility for the behavior of all students in common spaces. Restorative Practices are being implemented throughout the school to create a low stress environment where students feel safe and comfortable. Students are able to be accountable for their mistakes and actions through restorative conversations with their peers, teachers, and staff." ILT makes decisions regarding powerful practice, PD, changes in policy (uniform policy, food policy, etc) Teacher staff meeting that focus is on important upcoming events. Through the pineapple chart/teacher observations/ teacher collaborations through morning meetings, teachers can learn new management approaches and new ways to employ/explore them. Teachers share their practice via Pineapple Chart sign-up, where they open their classrooms to other teachers who are interested in observing and learning. ADMIN sets up observations for teachers to observe specific teachers. Teachers informed in weekly news letters, as well as morning meetings. Additionally, administration sends e-mails containing information about any concerns or current happenings within our school.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school

- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 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:** ILT and N8TLs plan learning for teachers every quarter. Pineapple chart. Data meetings. LASW. LASW. N8TLs review unit plans to promote backwards design, alignment of standards, and assessments. ILT meets monthly to plan adult learning around school-wide goals. PL includes 5 Essential data, CIWP, and other school-wide goals. Teachers give input for tier 3 pull out students. Social worker is responsive to student schedules and will only pull during certain classes. Students have paired lunch and recess. All students get a 10 minute breakfast period and bathroom break built into their schedule. 8th grade students have divisions instead of homeroom rotations to help prepare them for high school. ADMIN allows teachers to generate a wishlist every year and most items are purchased every year. STEM team helps decide how to utilize STEM money. Principal offers teacher to submit requests for discretionary funds on every weekly newsletter. Teachers are hired according to licensure and endorsements. Teachers meet and work together on unit plans so that all strengths are utilized. LSC is collaborative and works with ADMIN and members to increase the amount of SEL within CEA. School buildings are covered with positive saying and posters to help students reflect on the positive aspect of a situation and teachers personally greet students in the mornings. Calm Classroom Daily on intercom and teachers do Calm Classroom in classrooms daily

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** International Night, Black History Month, Womens' History Month, Cinco De Mayo, Novels, Literature Night Teachers work together to create unit plans that follow standards and student needs. Units are custom to each grade level and student centered. Teachers work to create engaging lesson that include culturally relevant materials that celebrate student background. Unit Plans with rubrics within stating standards and expectations, Essential Questions and Enduring Understandings displayed within the classroom for each Unit GRASP use with Summative. Essential Questions and Enduring Understandings are real world based, they can be debated answered in multiple ways. CCSS, Unit plans in both English and Spanish. talking circles, calm classroom, restorative practice, SEL prep

class libraries, Bernie's bookbags, Scope and Junior Scholastic Magazines, Contemporary novel selections

- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Teachers are constantly a part of professional development and continuous improvement practices that help develop their teaching practices. This allows teachers to create meaningful lessons and unit plans that reach all students, through challenging and engaging practices. Classroom cultures across the school encourage students to challenge their thinking through a variety of discourse protocols, inquiry lessons, and collaborative group activities. As a STEM school we are gradually turning towards inquiry based learning practices across content areas that encourage student ownership of their learning in the classroom. Students sit with their teachers to create individual goals. Through Success Bound, students calculate their GPA and attendance to make sure that they are ON TRACK. Evidence of questioning and discussion protocols in unit plans, day-to-day instruction. Students respond to literature using RACE strategy. Students respond to questions in science class using CER strategy. Students explain their thinking in mathematics assignments, both orally and in writing. Stage 3 in unit plans lead to the success/ mastery of primary standards through our summative assessments. Feedback on activities in Stage 3 guide students to mastery. Rubric all aligned that provide opportunities for feedback. Teachers have Weekly Data Meetings to discuss scores, rubrics and calibrate on assignments/assessments and focus on a re-teach lesson if needed. A variety of teaching protocols (collaborative group work, guided groups, inquiry lessons) can be seen in teacher unit plans that can reach all learners. Students have various ways of demonstrating their mastery or standards throughout units, because teachers have a variety of formative and summative assessments. Unit plans reflect shifts in many subject areas.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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

- 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 4 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** N8TL team to review Unit plans and summative assessments. MTSS team to review Tier 2 and 3 progress monitoring. Summatives, MARS tasks, Exit Slips, formal and informal assessment Tier 2 Reading/Math interventions and assessments, Tier 3 interventionists, progress monitoring and reviewed by teams to ensure adequate growth GRASPS, accommodations made for formal assessments. MPIs within our Unit Plan, Language targets in our unit plans guide ELs to success of primary standards Grade level data meetings several times a month. Whole school data meetings quarterly. Academic language, test taking and target skills, Access training, Nwea presentations. Teachers teach students about assessment taking strategies and skills. Teachers and students have constructive conversations about assessments both cumulative and formative. Access conferencing and goal setting with students. NWEA academic boot camps. Quarterly and bi-quarterly review of grading practices with grade-level alignment meetings and document.
- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** On Track/Off Track data review and referrals to BHT/RTI MTSS (BHT/RTI) Frameworks (need to be updated) MTSS Room, access to MTSS online tools and resources, personel for implementation, Newsletter includes RTI information... RTI

Tier 2 and Tier 3 reviewed bi weekly and quarterly. CM, Counselor + SpEd Team (RP?) Grades, attendance, NWEA (standardized tests), behavior/SEL data Tier 2 menu of interventions + Tier 2 work is provided if needed bi-weekly or as needed. Teachers are informed, ASPEN is updated for tier 3 (tier 2 could use some work on ASPEN). SpEd Team reviews Tier 2/3 data to support making recommendations. PSP could be used more. SDRQ, BHT Referral, and RTI referral process SEL Prep Classes aligned with SEL standards Bootcamp, groupings, inclusion instruction? Resources: Reading AZ, MathAides, Guided Reading, Repeated Instruction, Skill based small group instruction, MobyMax. ILT reviews data, determine powerful practice, opportunity to observe practices., pineapple chart. Tier 2 PM data bi-weekly and Tier 3 is collected weekly. (Tier 2 data sheets, ASPEN for tier 3, tier 3 spreadsheet) Tier 2 PM data bi-weekly and Tier 3 is collected weekly. (Tier 2 data sheets, ASPEN for tier 3, tier 3 spreadsheet) ASPEN intervention information for tier 2 and 3. Emails to teachers outlining tier 2 freq. and timing needs. ASPEN tier 3 is always updated prior to Report Card pick up/distribution. Domain meetings are scheduled with parents and parents are informed of lack of progress and need for referral. Teacher is expected to inform parent at RCPU times and as needed. More streamline communication can be done. Written notice? Admin makes connections with programs such as the Shedd Aquarium, University of Illinois Health Systems, Brighton Park Neighborhood Council, Ravinia Music Program, and EPIC and consistently evaluates the effectiveness of the program as it engages and strengthens instruction in the classroom. Teachers are invited to participate in conversations about the effectiveness of these programs. Through the LSC and parent classes, parents are invited to give feedback about the programs they are participating in. Parents are also invited to be a part of these programs. Dr. Ferney uses different protocols to help parents address the intervention needs of students. Progress monitoring data shared with parents during quarterly report cards The process of implementing interventions has become more consistent. Teachers are provided a schedule of interventions and dates are provided to turn in folders. This process holds teachers to use more fidelity and reflect on implementing interventions. BHT/RTI Framework used from Knowledge Center as example. Staff is used, time for MTSS coordinator to review tiering, data, etc., purchasing of resources/licenses.

- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** 8th grade students research high schools they are attending- high school investigations days, shadow days, registration visits from high schools. 6th-8th grade students participate in the Success Bound program preparing them for middle school/high school. Career Fair in Spring for all grades, Success Bound/Career Exploration, Naviance 6-8 Success Bound, Naviance- lessons done in grade level classes and prep classes (Computers/SEL) High School Fair, Success Bound Grades 6-8, high school application assistance daily and weekly for all families. Counselor meets with families do go over high school applications, GO

CPS Workshops for students and families to learn about high school application process. GO CPS Workshops are held for families 6-8th grades in spring and multiple workshops held in fall. Counselor stays evenings to support parents and students with applications. Partnership with the U of C To and Through Project, Middle Grades Network to focus on more supports for our middle grades for SEL, College and Career, and beyond.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 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:** CHAMPS, RP and talking circles to build class community, SEL specials/prep class. CEA has a strength in school rules with visibly evident behavior protocols followed by all teachers. Calm Classroom school-wide daily and throughout classrooms daily. Restorative conversations, RP/Trauma trained staff, Check-in/Check-out for students in need, behavior charts. Adult Talking Circles, Team building exercises during GLM, Social Committee to recognize life celebrations
- 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
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 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:** Middle school social studies classrooms. Curricula includes current events related to government and politics. Student council opportunity for political engagement. Students vote for members of Student Council. Students present their candidacy for Student Council. Middle school social studies classrooms. Curricula includes current events related to government and politics. GRASPS often related to current issues. "Dedicated Social Emotional Curriculum aligned with Illinois Social Emotional Learning Standards. Creating an environment where students can discuss their identities and beliefs through talking circles safely without judgement." Student leadership clubs, like Beta Club and Student Council. Participate in My School, My Voice Survey. Through restorative practices /conversations students are able to speak on a situation without blame and can openly discuss their feelings and emotions. During talking circles students find emotional healing through tense topics and find comfort in their peers. Students have engaged with public figures, such as the Alderman. Partnership with local news anchor. Students have engaged with public figures, such as the Alderman. The Grandparent Connection with Elementary students. Girls on the Run and Beta Club working with community organizations. To cultivate a love for reading, older

students have come in to classrooms with younger students and read to them. In SEL classes, students discuss bullying, the effects of bullying, and work together to come up with solutions to prevent bullying in school, Anti-bullying campaign. Talking circles allow students to discuss their personal stories on identity, oppression, and isolation. The conversations in the circle provide students a space to talk about positive solutions and self-worth. "In the Gym, during practice and performance of assemblies. Students create posters/flyers around the school about anti-bullying and other forms of civic responsibilities. - Kindness activities throughout the school (through all grade levels, bulletin boards)"

- 4 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Students and adults must check in with the office once they arrive in the school. The front doors are always locked and once a visitor enters, they are greeted by security. Additionally, students are escorted by adults at almost all times of the day. Students also have several emotional outlets from counselors, teachers, and administration. Instructors input reports and concerns regarding students into SSM. Students are escorted from class to class under instructor supervision, and then greeted by the following instructor. Orderly hallways. Administration and TAs are outside and in the hallways constantly guiding students and redirecting behavior/making sure students are moving swiftly and quickly. Use of school wide CHAMPS. Teachers greet their students in the hallway prior to entering their classroom. Restorative practices team, though it does not include students or community members. Is this an opportunity for growth? Monthly restorative practice calendar with talking circle prompts and ideas.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 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:** Restorative conversations used with multiple tiers of behavior (teacher addressed all the way to administration addressed). Sometimes utilize restorative conversations, sometimes utilize restorative consequence, occasional peace circles. Occasionally use PSP or MTSS to address root causes of persistent behavior problems. RP team and trauma team present PD. Responsive counselor. SEL resource classes, talking circles focused on individual students needs that arise such as respect, trauma, communication skills, feelings, bullying, anger management, conflict resolution. School wide positive behavior expectations are posted in common areas and classrooms.
- 4 - Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 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:** Multi-purpose room, Parent room, parent meetings, parent classes for nutrition education, English language classes Assemblies, Open House, Literacy Night, International Night, STEM Night, Kdg. Parent Kohl's Museum Project, BAC, PAC, and LSC BAC, PAC, and LSC REMIND App, Class Dojo, weekly reports, regular parent meetings Home visits for attendance, work with DCFS and SASS and students' therapists and counselors Chinese, Spanish, Polish PRAA, BPNC, Girls on the Run, Girls on Track, GEMS, Chicago Debate, UIC Health, Kids First Playmakers, Hyde Park Art

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	4
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	5
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	% of Students Making Sufficient Annual Progress on ACCESS
Root Cause 1	Lack of explicit ESL instruction both isolated and across the content areas.
Area of Critical Need 2	National School Attainment Percentile-Reading (Grade 2)
Root Cause 2	Lack of consistent, rigorous, standard based instruction including use of technology.
Area of Critical Need 3	% of Students Meeting/ Exceeding National Average Growth Norms (3-8)
Root Cause 3	Lack of consistent differentiated instruction to meet the needs of all learners.

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
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>We chose this because 2nd grade is the first grade when these students are assessed with NWEA Reading. We want to make sure that we support our 2nd grade teachers and students in order to help them achieve the attainment we know that they are capable of in order to be prepared for 3rd grade.</p>	Overall		70.00	75.00
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>We chose this metric because this area was one of the only areas that was indicated as a high need the SQRP. We know that a significant portion of our student body are EL's or former EL's. We want to ensure that these students are making adequate growth linguistically which will lead to academic growth as well.</p>	EL		45.00	50.00
<p>SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)</p> <p>We chose this metric because many of our students have achieve high attainment on the NWEA, and we need to make sure that, as a school, we are providing the rigor, differentiation, and quality instruction that all of our students need in order to make certain that our students meet/exceed national growth norms.</p>	Overall		70.00	75.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey Currently, we are well organized as a school. However, within the indicator of Supportive</p>				60.00	65.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Environment we are neutral. We would like to focus on moving the indicator of Supportive Environment too strong.					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If Columbia Explorers Academy's administration continues to collaborate with teachers and teacher teams (including ILT and N8TL's) to create Powerful Practices,
Then we see...	teacher practice and instructional planning will improve.
which leads to...	increased rigor, student discourse/engagement, and students meeting required growth and attainment goals.
Budget Description	
Tags	Instruction, Student Voice, Engagement, and Civic Life, Literacy: Key Practice #2- Extensive Discussion to Build Academic Language, Personalized Learning: Learner Agency
Action steps	<ul style="list-style-type: none"> (Not started) Meet twice a month with teams to develop and implement school-wide Powerful Practices, review unit plans, and provide feedback to grade level teams. <p>Tags: Leadership for Continuous Improvement, Curriculum, Instruction, Assessment: Fair, Accurate and Consistent Grading Systems, Literacy: Key Practice #4-Authentic Learning Experiences, Teacher Leader Development & Innovation: Teacher Teams</p>

	<ul style="list-style-type: none"> (Not started) Agendas, Exit Slips from teachers Complete the cycles of Continuous Improvement school-wide-ALL teachers- all grades-all subjects twice within a school year. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> (Not started) If administration conducts non-evaluative observations, provides one-on-one coaching, and provides teachers with opportunities to observe their peers, teachers will have more success in their classroom with their teaching practice. <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, ONS: Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Teacher Videos, See It, Name It, Do It Strategy Template, WDM <p>Tags:Instruction, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p>
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Strategy 2

If we do...	If Columbia Explorers Academy's administration works with staff along with ILT, EL team, and N8TL's to plan units and assessments as grade level teams and also conduct weekly data meetings,
Then we see...	grade level appropriate assignments and assessments will provide rigor and be reflective of students' needs
which leads to...	cohesive assignments and assessments within and across grade levels, vertically aligned curriculum, student centered classrooms, and equity in grading systems.
Budget Description	Extended day buckets,
Tags	Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation, Science: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> (Not started) Meet at least once a month to review Unit Plans and provide feedback to grade level teams. Analyze assessments and exemplars within teacher teams, analyze student work and plan the necessary re-teach, meet with grade bands to complete "looking at student work protocol", teachers discuss assignments and grading across the grade level

	<p>Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, CBE: Supports, Interventions, or Extensions, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Develop and Implement PD around the needs of teachers with regards to Unit Planning, developing performance assessments, etc. PD will be provided at weekly faculty meetings, grade level meetings, after school ILT, N8TL meetings, EL Meetings, and school wide PD Days <p>Tags:Assessment: Balanced Assessment and Grading, Literacy: Shift 4-21st Century Professional Learning, MTSS: Curriculum & Instruction, OLCE</p> <ul style="list-style-type: none"> (Not started) Continue to analyze assessment data throughout the school year (August, MOY, and EOY), analyze and monitor teacher gradebooks biweekly, analyze and monitor teacher grades (amount within subjects and categories) within and across grade levels, on track/off track data in order to guide instruction. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Literacy: Shift 2-Leveraging Data to Close Gaps, OECE: PK Assessment & Data</p> <ul style="list-style-type: none"> (Not started) EL team will meet monthly to plans units of instruction with the ESL framework embedded. <p>Tags:Assessment: Curriculum Equity Initiative, OLCE</p> <ul style="list-style-type: none"> (Not started) Students will receive a dedicated block of ESL instruction daily based on their English Language Proficiency. ESL instruction will be differentiated to meet the needs of all learners. <p>Tags:Instruction, Assessment: Curriculum Equity Initiative, OLCE</p>
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Strategy 3

If we do...	participate in professional learning and continue to collaborate with teachers on their instruction and their learning that is taking place within the classrooms
Then we see...	teacher morale develop, teachers who are invested in their students and continued improvement of their teacher practice
which leads to...	an increase in teacher reflection to drive self-improvement and advance student learning.
Budget Description	Extended day buckets, materials, supplies
Tags	Instruction, Student Voice, Engagement, and Civic Life, Arts Education: Building a Student-Centered Arts Classroom, Literacy: Shift 4-21st Century Professional Learning, OSEL:

	Supportive Classroom Environment, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Collaborate with ILT, N8TL's, EL team, and Grade level teams to plan and implement PD for August , Flex days, School Improvement Days and June <p>Tags:Leadership for Continuous Improvement, Literacy: Key Practice #1- Abundant Reading of Diverse Texts, Literacy: Shift 4-21st Century Professional Learning, STE(A)M Schools: Mission Driven Leadership (SSS1), Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Continue to provide teachers with common grade level planning periods to plan, analyze, and create assessments. Continue to have teacher team meetings over the summer, and before and after school to provide planning time. <p>Tags:Leadership for Continuous Improvement, Health & PE: Health Education Skill-Based Curriculum, ODLSS: Instructional Quality, OLCE, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Work with the second grade team to determine areas for growth for second graders biweekly. Monitor and assess progress towards goals for these students. Create a variety of learning experiences for second graders. <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Literacy: Shift 2-Leveraging Data to Close Gaps, OECE: P-2 Balanced Literacy, Personalized Learning: Tailored Learning/Differentiation</p>

Strategy 4

If we do...	RP, BHT, MTSS teams continue to meet, collaborate, and provide PD to whole staff,
Then we see...	students' behavioral skills improving, students identifying when and how they can solve minor incidents among themselves, and students leading SEL within Columbia Explorers.
which leads to...	90% of recess incidents getting solved by students within recess, 100% of classrooms, including Resource Classrooms supporting students with SEL
Budget Description	Supplies, equipment, materials, extended day bucket
Tags	CBE: SEL Integration, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) RP, BHT, and MTSS Teams meet once a month, provide PD, attend grade level meetings

	<p>Tags:Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Administer school and classroom climate surveys at BOY, MOY and EOY to determine actions steps to improve school wide and classroom culture. <p>Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>
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Action Plan

Strategy 1

Meet twice a month with teams to develop and implement school-wide Powerful Practices, review unit plans, and provide feedback to grade level teams.

Jan 01, 2020 to Jan 03, 2022 - Principal ILT/N8TL Ap's

Agendas, Exit Slips from teachers Complete the cycles of Continuous Improvement school-wide- ALL teachers- all grades-all subjects twice within a school year.

Jan 01, 2020 to Dec 30, 2022 - Principals AP's ILT N8TL's Teacher Leaders

If administration conducts non-evaluative observations, provides one-on-one coaching, and provides teachers with opportunities to observe their peers, teachers will have more success in their classroom with their teaching practice.

Jan 01, 2020 to Dec 30, 2022 - Principal AP's ILT

Teacher Videos, See It, Name It, Do It Strategy Template, WDM

Jan 01, 2020 to Dec 30, 2022 -

Strategy 2

Meet at least once a month to review Unit Plans and provide feedback to grade level teams. Analyze assessments and exemplars within teacher teams, analyze student work and plan the necessary re-teach, meet with grade bands to complete "looking at student work protocol", teachers discuss assignments and grading across the grade level

Dec 30, 2022 to Dec 30, 2022 - Principal Ap's ILT Teachers

Develop and Implement PD around the needs of teachers with regards to Unit Planning, developing performance assessments, etc. PD will be provided at weekly faculty meetings, grade level meetings, after school ILT, N8TL meetings, EL Meetings, and school wide PD Days

Jan 01, 2020 to Dec 30, 2022 - Principal AP's ILT N8TL's EL Team ELPT

Continue to analyze assessment data throughout the school year (August, MOY, and EOY), analyze and monitor teacher gradebooks biweekly, analyze and monitor teacher grades (amount within subjects and categories) within and across grade levels, on track/off track data in order to guide instruction.

Jan 01, 2020 to Dec 30, 2022 - Principal AP's N8TL's Grade Level Chairs Counselor

EL team will meet monthly to plans units of instruction with the ESL framework embedded.

Jan 01, 2020 to Dec 30, 2022 - AP EL team Teachers ELPT

Students will receive a dedicated block of ESL instruction daily based on their English Language Proficiency. ESL instruction will be differentiated to meet the needs of all learners.

Jan 01, 2020 to Dec 30, 2022 - Principal AP's EL team Teachers

Strategy 3

Collaborate with ILT, N8TL's, EL team, and Grade level teams to plan and implement PD for August , Flex days, School Improvement Days and June

Jan 01, 2020 to Dec 31, 2021 - Principal AP's ILT N8TL's EL Team

Continue to provide teachers with common grade level planning periods to plan, analyze, and create assessments. Continue to have teacher team meetings over the summer, and before and after school to provide planning time.

Jan 01, 2020 to Dec 31, 2022 - Principal AP's MTSS ILT DL EL Climate and Culture Health and Wellness

Work with the second grade team to determine areas for growth for second graders biweekly. Monitor and assess progress towards goals for these students. Create a variety of learning experiences for second graders.

Jan 01, 2020 to Dec 30, 2022 - Principal AP's Teachers from 2nd Grade

Strategy 4

RP, BHT, and MTSS Teams meet once a month, provide PD, attend grade level meetings

Jan 01, 2020 to Dec 30, 2022 - P AP's

Administer school and classroom climate surveys at BOY, MOY and EOY to determine actions steps to improve school wide and classroom culture.

Jan 01, 2020 to Dec 30, 2022 - Principal Ap's RP Team Teachers

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

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

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Our CEA Title I parents, their families and our community residents are encouraged and invited to attend our monthly family and community partnership meetings. Information about our CIWP, the Parent Portal, the school website, assessments, and the Illinois Common Core Standards are shared at the meetings, during report card pick-up and during their requested workshops. Parents discuss the CIWP at our ESSA meetings monthly.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Our Annual Principal Meeting will be held On September 23, 2020. Principal Considine will hold our 2020 Organizational Meeting Session Wed. Sept. 30, 2020.

Our Title I parents, their families and our community residents will receive information in the following areas:

- o The 20120-2022 *Continuous Improvement Work Plan (CIWP)
- o The CPS Guidelines for our Title I Parental Involvement Program.
- o The Chicago Public Schools District 299 Policy on Parental Involvement.
- o The 20120-2021 Title I Program and Oracle Program 390030 Parent Training Budget.
- o Section 1118 ? Parental Involvement of the ESEA / NCLB Act.
- o Our 2020-2021 Title I PAC, LSC and BAC meeting dates.

All materials are available to parents and the community in English and Spanish.

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

Our partnership education parent meetings are held monthly following the organizational meeting and the parents select their meeting dates. Parents have the opportunity to provide feedback and give suggestions about topics for upcoming workshops and meetings. PAC members meets regularly with the Family and Community Engagement Coordinator to collaborate on ongoing plans. Our parent meeting calendar is edited and revised with the input of parent and community members to reflect the needs and suggestions of our members. At every meeting we will provide exit slips for parents and community members to provide feedback. We will utilize that feedback monthly to plan and make changes as needed. Our Bilingual Advisory Committee and our Title I ESEA / NCLB Parent Advisory Council also receive surveys to ensure their input is included as we review our *CIWP year round.

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

Parents receive assessment reports regarding their children's progress at least three times per year. PARCC results will be shared with parents in the early fall. Parents of students who are enrolled in the Bilingual program receive a report annually detailing their child's performance on the annual statewide language assessment. At our Open House, Family Literacy Nights, STEM Night, and our report card pick-up school days, our teachers talk one on one with our parents about our curriculum and their children's grade level progress. Teachers also give parents information on how to support their children at home based on assessment reports.

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.

Every parent receives a letter explaining highly qualified teachers as specified in the Title I Final Regulations. Parents have the option to receive information regarding their children's teachers being highly qualified. When the Board of Education sends letters to Columbia Explorers regarding teachers' highly qualified status, these letters are sent home to the parents.

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.

We will hold workshops and hands-on activities to inform and educate parents about our Title I Programs. We will hold a workshop to specifically inform parents about the assessments their children will take throughout the school year, how they are taken, when, and what these assessments measure. These assessments include NWEA, DLM, PARCC, Access, TRC, DIBELS/IDEL, KIDS, the Illinois Science Assessment, and REACH. Parents are provided with suggestions for improvement, material, and strategies on how parents can help at home. At our Open House, Family Literacy Nights, and our report card pick-up school days, our teachers talk one on one with our parents about our curriculum and their children's grade level progress. Teachers also give parents information in both English and Spanish on how to support their children at home based on assessment reports. Our LSC will hold two (2) public Bi -Annual meetings to share our Continuous Improvement Work Plan. (ILCS Article 34)
A copy of our school report card and our CIWP 2020-2022 is available for parents and the community to view in the school office. Our Title I PAC training sessions are designed to assist and support our parents requests to get information on how they can help their children at home. Our policy and compact is also subject to revisions as parents would request.

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.

Our primary education partners, Frida Kahlo, BPNC, U of I Extension, Chicago Children's Behavioral Health, St. Anthony's Hospital, and our Ferney workshops assist our parents by providing activities they have requested at their Title I PAC meetings, our surveys and their evaluations. Resources selected by parents will be shared at family literacy nights, parent teacher conference days, and available in the main office. Links to resources will also be available on the school website and in the main office. Parents are also welcome to attend ESL classes after school that are held at Columbia Explorers.

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.

Our staff professional development sessions also cover information about our Title I PAC program activities for our parents and the community. Weekly newsletters are sent to all staff. These newsletters share information on how parents and community members are involved weekly. Staff is encouraged and trained to use communication apps such as Class Dojo, the school website, and the RemindMe app to facilitate ongoing communication. Staff are continually working to encourage and assist parents to become CPS approved volunteers and to use Aspen. Columbia Explorers reaches out to the parents and community through regular meetings, Open House, Report Card Pick-Up, Literacy Night, International Night, STEM Night, Book Fairs, etc. Parents meet regularly with the Family and Community Engagement Coordinator to plan and organize ways to facilitate ongoing contributions from parents. A parent volunteer team is available for all events and needs of teachers and the school. Our parent mentors and parent patrol form a focus group to provide feedback and ways to increase the partnership as educators. Parents are always welcome in Columbia Explorers.

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.

Our partnership education activities includes all grade-levels. Parents also attend Literacy Night which gives parents an opportunity to observe lessons provided by teachers on how to read and ask questions with their children, how to check their homework, how to use flashcards with their children, etc. Our preschool program also participates in our Literacy Night, Open House, STEM Night, and parent teacher conferences. Parent workshops are coordinated with the office of Early Childhood to be presented throughout the school year. Yearly, we try to have Step UP to Kindergarten for our preschoolers who are entering Kindergarten. Prior to the beginning of the academic year we host Open Houses for preschool classrooms. We also coordinate with community providers to offer Parent workshops specifically to parents of students who are entering a school environment for the first time.

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.

Our school has an annual Parental Involvement Overview that details all Parental Involvement Programs throughout the school year including all workshops. The parents receive our 2020-2021 Title I PAC, LSC and BAC meeting dates. Flyers and agendas are sent home seven days prior in both English and Spanish. Our school website is updated regularly to inform parents of all meetings, programs, and other activities. Parents are sent monthly calendars detailing all meetings, programs, and events in both languages. Seven (7) days before all meetings we send home the notice of our Title I PAC, LSC and BAC meetings. All meeting agendas are posted on the school doors 48 hours before all meetings. Columbia Explorers regularly sends home fliers as well as a monthly calendar for parents in English and Spanish. Parents are well informed and are welcome to call or come to school to ask questions. One day prior to all meetings parents are sent messaging through the Remind App and a push notification from the school website in both English and Spanish to remind parents of the LSC, PAC, and BAC meetings, as well as, school wide parent engagement activities.

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.)

We are committed to providing a rigorous academic program that supports literacy and learning in all areas of education, and for all students. Through sound teaching practices and professional development involving all stakeholders, community members, and parents, we will join together to help produce high school ready and college bound students. Every day in CEA Classrooms, all students will take risks, power through challenging tasks, understand how to navigate frustration without giving up, begin to establish a plan for their future, respect each other's thoughts and feelings, and value differences.

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.

Our Parent Teacher Conference Days are after the First and Third Quarters:

First Quarter Date: Wed. Nov. 18, 2020 & Third Quarter Date: Wed. April 21, 2021

Report Card Distribution Days:

Quarter Two: February 12, 2021 & Quarter Four: June 22, 2021

Parent Teacher Conference Days: Parents may view their child's grades and classroom work by utilizing the CPS Aspen Parent Portal and they may also meet with teachers to address any concerns as appointments are confirmed.

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

Our Progress Report Distribution Days are the sixth (6th) week of each marking period.

Quarter One (1) Oct. 9, 2020 Quarter Two (2) - Dec. 18, 2020, Quarter Three (3) Mar. 12, 2021 Quarter Four (4) May 21, 2021. Progress Reports will be sent home with students. If students are in jeopardy of failing any subjects, parents will receive a remediation plan with their child's progress report. Teachers also send home weekly reports of how students are progressing academically.

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

Parents may call the office to speak with teachers or set up a time to speak to their child's teacher.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are invited to visit their children's classrooms for special presentations and/or activities. Parents may also visit their children's classroom if the visit is approved by administration. Parents are also encouraged to apply to become a CPS approved volunteer, participate in the parent mentor program, and volunteer in classrooms.

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

Parents are responsible for checking their child's homework agenda on a daily basis. Parents are responsible for calling the school as well as sending a note to school if their child will be absent. Parents are encouraged to use the ASPEN parent portal to monitor their child's progress. Parents are encouraged to communicate with teachers through apps such as Class dojo, Remind, and the school website. These apps help parents see the daily happenings in the class, homework, and how they can support their students.

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

Communication between home and school happens regularly. Parents have the opportunity to speak with teachers before school and after school, during report card pick-up, etc. Teachers discuss students' progress and how parents can assist with learning at home. Parents are encouraged to communicate with teachers through apps such as Class dojo, Remind, and the school website.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students are accountable for their own learning. Students must take ownership of their learning as they are aware of their strengths and weaknesses as well as their target growth scores. Through the use of weekly reports and CICO students set their own learning goals, attendance goals, and /or behavioral goals and are able to self monitor. Students take pride in their learning and achievements and want to please their teachers and parents.

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.

Goal 1: Provide informational meetings and activities for all CEA families to increase awareness of what STEM is, how their students are learning, and how parents can support them.

Goal 2. Educational workshops to meet the literacy and cultural needs of the home while building literacy skills daily.

Goal 3. Purchase supplies and materials that will support parents helping their children meet the CCSS, make grade level progress, and meet the social and emotional needs of their children.

Goal 4: Provide parent workshops on how to support children in self care and self management skills.

Parent trainings on the importance of health and its connection to learning.

September 09-23-2020 Principal's Title I Annual Meeting/Title I Election & 09-30-2020 Organizational Meeting

October 10-14-2020 SEL & COVID Workshop

November 11-4-2020 Family First Workshop with Dr. Ferney-Literacy

December 12-4-2020 Educational Workshop-History/ Culture with a focus on Literacy Integration

January 1-13-2021 Family First Workshop - Social Emotional Learning

February 2-10-2021 Family First Workshop - Technology & Social Media Self management

March 3-10-2021 Frida Kahlo Workshop- STEM Learning & CIWP

April 4-7-2021 Frida Kahlo Workshop- Health

May 5-5-2021 Family First Workshop- College Readiness

June 6-2-2021 End of the Year Title I PAC Meeting-Evaluation

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$3500.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$2000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$500.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS	\$0.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$962.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00