

William W Carter Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Carmel Perkins	Principal	cmperkins@cps.edu	Has access
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Carmen Marseille	Performing Arts	clwashington@cps.du	No Access

Team Meetings

Date	Participants	Topic
01/30/2020	Perkins, Estes, Bromer, Martin, Kulig, Beacham, Marseille	Self Evaluation
02/07/2020	Perkins, Estes, Beacham	Priorities
03/20/2020	Perkins & Estes	Strategies

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Data and evidence collected from feedback, PPC, leadership teams, grade band meetings to identify and address gaps with supports and areas that are progressing towards our goals.
- 2 - 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
 - 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
 - 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
 - 1 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:** Data and evidence collected from feedback, PPC, leadership teams, grade band meetings to identify and address gaps with supports and areas that are progressing towards our goals.

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
 - 2 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:** Data and evidence collected from feedback, PPC, leadership teams, grade band meetings, partnerships with network and CCSS consultants to identify and address gaps with supports and areas that are progressing towards our goals.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 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
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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:** Data and evidence collected from trends on FY19 data, feedback, PPC, leadership teams, grade band meetings, partnerships with network and CCSS consultants to identify and address gaps with supports and areas that are progressing towards our goals.
- 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
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 1 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 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:** Data and evidence collected from trends on FY19 data, feedback, PPC, leadership teams, grade band meetings, partnerships with network and CCSS consultants to identify and address gaps with supports and areas that are progressing towards our goals.
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 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)

- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 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:** Data and evidence collected from trends on FY19 data, feedback, PPC, leadership teams, grade band meetings, partnerships with network and CCSS consultants to identify and address gaps with supports and areas that are progressing towards our goals.
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 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:** Data and evidence collected from trends on FY19 data, feedback, PPC, leadership teams, grade band meetings, partnerships with network and CCSS consultants to identify and address gaps with supports and areas that are progressing towards our goals. Data also yielded from SUCCESS bound and Naviance classroom.

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)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Data and evidence collected from trends on FY19 data, feedback, PPC, leadership teams, grade band meetings, partnerships with network and CCSS consultants to identify and address gaps with supports and areas that are progressing towards our goals. Data also yielded from SEL partnerships (Mercy Home, Mosaic Experience, OSEL)
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Data and evidence collected from trends on FY19 data, feedback, PPC, leadership teams, grade band meetings, partnerships with network and CCSS consultants to identify and address gaps with supports and areas that are progressing towards our goals. Data also yielded from SEL partnerships (Mercy Home, Mosaic Experience, OSEL)
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 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:** Data and evidence collected from trends on FY19 data, feedback, PPC, leadership teams, grade band meetings, partnerships with network and CCSS consultants to identify and address gaps with supports and areas that are progressing towards our goals. Data also yielded from SEL partnerships (Mercy Home, Mosaic Experience, OSEL)
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)

- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Data and evidence collected from trends on FY19 data, feedback, PPC, leadership teams, grade band meetings, partnerships with network and CCSS consultants to identify and address gaps with supports and areas that are progressing towards our goals. Data also yielded from SEL partnerships (Mercy Home, Mosaic Experience, OSEL)
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 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)
 - 3 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)
 - 2 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Data and evidence collected from trends on FY19 data, feedback, PPC, leadership teams, grade band meetings, partnerships with network and CCSS consultants to identify and address gaps with supports and areas that are progressing towards our goals. Data also yielded from SEL partnerships (Mercy Home, Mosaic Experience, OSEL)

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	5
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Consistent growth across all 3-8 grade bands based on 2019 goals. Growth target for 3-8 is 65%
Root Cause 1	Lack of consistent professional development to support individual teachers with CCSS based planning using curricular resources effectively, using data to differentiate instruction to target the specific needs of students, using data daily to monitor student progress.
Area of Critical Need 2	Need for consistent growth across all grades for 3-8 grade bands based on 2019 goals.
Root Cause 2	Lack of consistent professional development to support individual teachers with CCSS based planning using curricular resources effectively, using data to differentiate instruction to target the specific needs of

	students, using data daily to monitor student progress.
Area of Critical Need 3	Consistent growth for attendance to improve academics, culture and climate
Root Cause 3	Consistent growth for attendance to improve academics, culture and climate
Area of Critical Need 4	Consistent growth for attainment for grades 2-8 school-wide
Root Cause 4	Lack of consistent professional development to support individual teachers with CCSS based planning using curricular resources effectively to push more proficient learners as to avoid slippage, using data to differentiate instruction to target the specific needs of more proficient students to include enrichment, using data daily to monitor student progress.
Area of Critical Need 5	Area of Critical Need: Consistent growth for attainment for grades 2-8 school-wide
Root Cause 5	Lack of consistent professional development to support individual teachers with CCSS based planning using curricular resources effectively to push more proficient learners as to avoid slippage, using data to differentiate instruction to target the specific needs of more proficient students to include enrichment, using data daily to monitor student progress.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading) Area of Critical Need: Consistent growth across all 3-8 grade bands based on 2019 goals. Growth target for 3-8 is 65%	African American		65.00	70.00
	Students with IEPs		35.00	40.00
Vision: NWEA Growth G3-8 (Math)	African American		50.00	55.00
	Students with IEPs		50.00	55.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Area of Critical Need: Need for consistent growth across all grades for 3-8 grade bands based on 2019 goals.				
Vision: Attendance Rate	Overall		96.00	96.50
Consistent growth for attendance to improve academics, culture and climate	Students with IEPs			
Vision: NWEA Attainment G2-8 (Reading)	Overall		50.00	53.00
Area of Critical Need: Consistent growth for attainment for grades 2-8 school-wide				
Vision: NWEA Attainment G2-8 (Math)	Overall		50.00	53.00
Area of Critical Need: Consistent growth for attainment for grades 2-8 school-wide				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Areas of need according to data from 5 Essential survey includes a need for overall improvement focused on academic growth and attainment in 3rd-8th grades in reading and math. Also, sustaining growth and attainment in grade 2.			3.40	3.50	3.60

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 we recruit, establish, and a train a diverse MTSS core team (content areas, counselors, etc.) to lead and drive the school's MTSS framework and implementation through highly interactive and effective professional development for their peers rooted in data-driven problem-solving processes that supports team members with deep internalization of how to identify goals, analyze root causes, set forth action steps, and evaluate and adjust instruction and interventions to ensure continuous improvement in student performance
Then we see...	all MTSS team members, teachers and intervention providers utilize problem solving protocols across all content areas, grade levels to determine and assign appropriate tiered supports for individual students
which leads to...	fully implemented standardized systems and structures of T1 instruction and Tier 2 & Tier 3 supports (Academic & SEL) that improves student growth metrics by no less than 10% by EOY SY22 (as measured by NWEA metrics and other goal as indicated on the school goal component page.
Budget Description	
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Administration utilizes Knowledge Center resources to construct comprehensive professional development outline for MTSS Team Tags:MTSS: Shared Leadership • (Not started) MTSS Team conducts initial/launch meeting to clearly define their purpose, roles, and determine a consistent meeting schedule cadence Tags:MTSS: Shared Leadership • (Not started) MTSS Team invites and relies on feedback to determine the Menu of Interventions that are classroom-based and school-wide(academic and behavioral). MTSS Team determines in-house Tiering Criteria. Tags:MTSS: Shared Leadership • (Not started) Administration provides data access to entire staff on key aspects of MTSS. Tags:MTSS: Shared Leadership • (Not started) MTSS Team and Administration identify key data points and data sharing and build structures conducive to PSP Tags:MTSS: Problem Solving Process

	<ul style="list-style-type: none"> • (Not started) MTSS Team, Teachers, and Intervention Providers utilize the PSP to identify root causes of deficit areas Tags:MTSS: Problem Solving Process • (Not started) School defines internal criteria to identify students that may need interventions/supports Tags:MTSS: Curriculum & Instruction • (Not started) MTSS Team, Teachers, and Intervention Providers utilize the PSP to determine and assign appropriate tiered supports for individual students Tags:MTSS: Problem Solving Process • (Not started) School-based Teams discuss and monitor individual students and interventions;School-based Teams clearly define the method, the frequency, and how to measure progress of each intervention Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring • (Not started) 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. Tags:MTSS: Family and Community Engagement • (Not started) 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. Tags:MTSS: Fidelity of Implementation • (Not started) Review and assess implementation of strategies to address student behavior are linked to a thorough root cause analysis in the form of a Functional Behavioral Analysis and Behavior Intervention Plan Tags:MTSS: Curriculum & Instruction • (Not started) Continual review, assessment, and adjustment of MTSS framework as it relates to impact or lack of impact on student performance Tags:
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Strategy 2

If we do...	establish purpose by building consensus on and implementing a shared vision while building the capacity of teachers/teacher teams, promoting teacher/staff leadership
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	within the school community, and leveraging teacher strengths to lead cycles of learning rooted in the school-wide vision and goals
Then we see...	balanced grade/content teams execute a coherent instructional program that is sustained by consistent cycles of learning rooted in analyzing and problem solving student data and student work(do nows, exit tickets, unit assessments, benchmark assessments, interim assessments, NWEA, Reading3D, mclass, etc)
which leads to...	by EOY 2022, an increase in Teacher-Principal Trust metrics on the 5Essentials survey(at minimum an increase from 18(very weak) to 40(neutral), an increase in Teacher Influence metric on the 5Essential survey(at minimum an increase from 29(weak) to 40(neutral), 60% of students meeting/exceeding NWEA growth targets, an increase in 3rd-8th grade on metrics to 65%, an increase in REACH 'Proficient' ratings in Domain 1 & 2 by at least 10%
Budget Description	
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> (Not started) During initial school-wide all staff meeting, revisit school vision and solicit revisions in order to garner buy-in and consensus. Tags: (Not started) Host breakout session during teacher orientation week to support stakeholders with understanding and internalizing the relationship between the school's vision and instructional priorities(co-crafted and decided up with external consultants beforehand) and their respective instructional programming and content areas Tags: (Not started) Following deep dive of school mission, vision, school-wide goals, and instructional priorities distribute professional learning needs assessment to staff Tags: (Not started) Meet with 3rd party consultants to share school mission, vision, school-wide goals, instructional priorities, and results of initial teacher needs assessment to help inform and drive year long PD calendar Tags: (Not started) Year long PD(PD will be aligned to CPS Framework for Teaching) calendar is published and articulates school-wide focus. PD plan will outline

systems for consistent support, development coaching, and peer learning opportunities. PD Plan will allocate time for whole group and individual staff development and learning opportunities. Plan can and will be adjusted throughout the year based on teacher performance and input

Tags:

- (Not started) Solicit feedback from staff, students to inform final PD plan

Tags:

- (Not started) Co-create roles, responsibilities, schedule of meeting times and expectations for teacher teams(ILT, grade level teams, MTSS Team, etc)

Tags:

- (Not started) Develop and train ILT members on leading cycles of learning with student work and data

Tags:

- (Not started) Develop and use instructional walk tool rooted in school-wide priorities and PD plan (tool will be tweaked and updated as progress is made and evidenced in focus areas)

Tags:

- (Not started) Develop and use scope and sequence for progress monitoring traction on schoolwide goals

Tags:

- (Not started) Develop school-wide tool to capture teacher takeaways from all professional learning (in-house an external) Somewhat of a repository of learning with links to resources and best practices

Tags:

- (Not started) Develop protocols protocols to gather, disaggregate, and use relevant data to consider root causes

Tags:

- (Not started) Monitor implementation of cycles of learning to ensure staff uses new knowledge to improve practice and evaluate whether it is having the desired effect on practice and student outcomes through an ongoing data collection system

Tags:

Strategy 3

If we do...	Implement and use a standards based curriculum while developing and engaging staff in continuous refinement of our school-wide vision that articulates the essential skills and understanding students must demonstrate in order to be college and career ready and establish a common understanding of high quality teaching
Then we see...	evidence of consistent high quality teaching and use of research-based effective practices that promote academic rigor, high expectations, and teaching and learning that is relevant and meets the needs and interest of ALL students in every classroom
which leads to...	an increase in Classroom Rigor metric as reported by 5E survey from 27(weak) to (at minimum) 40(neutral); an increase in Academic Engagement metric as reported by 5E survey from 59(neutral) to (at minimum) 65(strong); an increase in Academic Personalism as reported by 5E survey from 33(weak) to (at minimum) 40(neutral); an increase in Primary Grades-Rigor as reported by 5E survey from 44(neutral) to (at minimum) 60(strong); an increase in 3rd-8th MAP attainment percentile from 52.2% to (at minimum) 60%; an increase in 2nd grade Reading attainment percentile from 58.8% to 63%; an increase in 2nd grade Math attainment percentile from 63% to 65%.
Budget Description	
Tags	Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Review student engagement survey from TNTP that was used in The Opportunity Myth to determine if we will use as-is or tweak for regular assessing and monitoring of student engagement metrics https://tntp.org/student-experience-toolkit/view/student-engagement-survey Tags: • (Not started) Integrate opportunities for field-based learning through partnerships with city institutions (e.g. museums, colleges, universities, and community based organizations) that align with standards-based curriculum to ensure relevance, rigor and engagement Tags: • (Not started) Provide teachers with time and space for professional inquiry to consider how students should learn, what they should learn, and how curriculum can be transformed to engage students effectively based on analysis of and determining if current curricula are (or are not) culturally responsive and pick 1 topic/unit to transform or adapt using NYU's Metro Center's Report "Culturally Responsive Education: A Primer for Policy and Practice" as a guide Tags:

	<ul style="list-style-type: none"> (Not started) Adopt and monitor implementation of evidence-based program that explicitly teaches social and emotional skills to all students <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Train and develop school teams in understanding how social and emotional learning can enhance academic performance, and how to weave social-emotional development into every aspect of school, <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Adopt and determine how frequent assignments will be analyzed for rigor using Assignment Review Protocol (decided on by teachers) teachers will need an strong understanding of how assignment review protocols are used to analyze the quality and rigor of assignments by content area <p>Tags:</p>
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Strategy 4

If we do...	use existing grade level/ department meeting structures to prioritize the development of social capital by ensuring teacher collaboration focuses on providing ALL students with a multi-modal approach((which ensures equitable access to content) to daily math, reading, science and social studies instruction that incorporate regular opportunities for student-to-student discussion, evidenced-based writing about complex texts and tasks, cognitively demanding math problems
Then we see...	the quality of instruction schoolwide with strengthen and we will see evidence of improved student content knowledge and skills necessary to access increasingly complex texts and perseverance with math problem solving,
which leads to...	an increased percentage of 3rd-8th grade students at or above their attainment goals for math to 60% by EOY SY22; for reading to 68% by EOY SY22.
Budget Description	
Tags	Leadership for Continuous Improvement, Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Fidelity of Implementation, Science: Formative Assessment, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Develop non-negotiables for student learning environment with teachers and communicate expectations for academic press and personalism to staff, students, and families(student town halls,etc) <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Monitor student academic progress and use progress monitoring data from instructional walk tools to track effectiveness of interventions and teacher instruction <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students(Weekly in grade level teams, bi-weekly in ILT, and Monthly in Admin team meeting) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Use protocols to collectively examine student work and reflect on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Use protocols to collectively examine student work and reflect on the quality of student-to-student discourse across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Establish grade level team meeting protocols, roles and responsibilities(embedded in agenda template) to ensure consistent and effeciently run weekly meetings <p>Tags:</p>
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Strategy 5

If we do...	provide ALL students with a multi-modal approach to daily math, reading, science and social studies instruction that incorporate regular opportunities for student-to-student discussion, about complex texts and tasks, cognitively demanding math problems, planning and carrying out investigations, analyzing and interpreting data in simulations, and evidence-based writing
Then we see...	
which leads to...	
Budget Description	

Tags	Instruction
Action steps	

Action Plan

Strategy 1

Administration utilizes Knowledge Center resources to construct comprehensive professional development outline for MTSS Team

Aug 03, 2020 to Sep 01, 2020 - Administration: Carmel Perkins Mauricia Estes

MTSS Team invites and relies on feedback to determine the Menu of Interventions that are classroom-based and school-wide (academic and behavioral). MTSS Team determines in-house Tiering Criteria.

Nov 02, 2020 to Dec 01, 2020 - MTSS Team

Administration provides data access to entire staff on key aspects of MTSS.

Dec 21, 2020 to Dec 21, 2020 - Admin/MTSS Team

MTSS Team and Administration identify key data points and data sharing and build structures conducive to PSP

Oct 01, 2020 to Jun 01, 2021 - Admin/MTSS Team

MTSS Team, Teachers, and Intervention Providers utilize the PSP to identify root causes of deficit areas

Dec 01, 2020 to Jun 01, 2021 - All Staff

School defines internal criteria to identify students that may need interventions/supports

Nov 02, 2020 to Dec 01, 2020 - All Staff

MTSS Team, Teachers, and Intervention Providers utilize the PSP to determine and assign appropriate tiered supports for individual students

Jan 06, 2020 to Feb 28, 2020 - All Staff

School-based Teams discuss and monitor individual students and interventions; School-based Teams clearly define the method, the frequency, and how to measure progress of each intervention

Jan 13, 2020 to Jun 19, 2020 - Grade Level Team; Content Teams

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.

Oct 01, 2019 to Jun 01, 2020 - Admin

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.

Jan 06, 2020 to Jun 19, 2020 - MTSS Team

Review and assess implementation of strategies to address student behavior are linked to a thorough root cause analysis in the form of a Functional Behavioral Analysis and Behavior Intervention Plan

Jan 06, 2020 to Jun 19, 2020 - Case Manager/MTSS Team

MTSS Team conducts initial/launch meeting to clearly define their purpose, roles, and determine a consistent meeting schedule cadence

Oct 01, 2020 to Nov 02, 2020 - Admin/MTSS Team

Continual review, assessment, and adjustment of MTSS framework as it relates to impact or lack of impact on student performance

Dec 01, 2020 to Jun 17, 2022 - MTSS Team

Strategy 2

During initial school-wide all staff meeting, revisit school vision and solicit revisions in order to garner buy-in and consensus.

Aug 24, 2020 to Aug 28, 2020 - Admin

Host breakout session during teacher orientation week to support stakeholders with understanding and internalizing the relationship between the school's vision and instructional priorities (co-crafted and decided up with external consultants beforehand) and their respective instructional programming and content areas

Aug 24, 2020 to Aug 28, 2020 - Admin

Following deep dive of school mission, vision, school-wide goals, and instructional priorities distribute professional learning needs assessment to staff

Aug 24, 2020 to Aug 28, 2020 - Admin

Meet with 3rd party consultants to share school mission, vision, school-wide goals, instructional priorities, and results of initial teacher needs assessment to help inform and drive year long PD calendar

Sep 08, 2020 to Sep 30, 2020 - Admin/ILT

Year long PD(PD will be aligned to CPS Framework for Teaching) calendar is published and articulates school-wide focus. PD plan will outline systems for consistent support, development coaching, and peer learning opportunities. PD Plan will allocate time for whole group and individual staff development and learning opportunities. Plan can and will be adjusted throughout the year based on teacher performance and input

Sep 01, 2020 to Sep 30, 2020 - Admin, ILT

Solicit feedback from staff, students to inform final PD plan

Sep 01, 2020 to Sep 30, 2020 - Admin, ILT

Co-create roles, responsibilities, schedule of meeting times and expectations for teacher teams(ILT, grade level teams, MTSS Team, etc)

Sep 01, 2020 to Sep 30, 2020 - Admin, ILT

Develop and train ILT members on leading cycles of learning with student work and data

Sep 01, 2020 to May 31, 2021 - Admin

Develop and use instructional walk tool rooted in school-wide priorities and PD plan (tool will be tweaked and updated as progress is made and evidenced in focus areas)

Oct 01, 2020 to Jun 11, 2021 - Admin, ILT

Develop and use scope and sequence for progress monitoring traction on schoolwide goals

Oct 01, 2020 to Jun 11, 2021 - Admin, ILT

Develop school-wide tool to capture teacher takeaways from all professional learning (in-house an external) Somewhat of a repository of learning with links to resources and best practices

Jun 01, 2020 to Jun 30, 2020 - Admin

Develop protocols protocols to gather, disaggregate, and use relevant data to consider root causes

Sep 01, 2020 to Oct 30, 2020 - Admin, ILT

Monitor implementation of cycles of learning to ensure staff uses new knowledge to improve practice and evaluate whether it is having the desired effect on practice and student outcomes through an ongoing data collection system

Oct 01, 2020 to Jun 11, 2021 - Admin

Strategy 3

Review student engagement survey from TNTP that was used in The Opportunity Myth to determine if we will use as-is or tweak for regular assessing and monitoring of student engagement metrics <https://tntp.org/student-experience-toolkit/view/student-engagement-survey>

Aug 24, 2020 to Oct 30, 2020 - ILT

Integrate opportunities for field-based learning through partnerships with city institutions (e.g. museums, colleges, universities, and community based organizations) that align with standards-based curriculum to ensure relevance, rigor and engagement

Sep 08, 2020 to Jun 11, 2021 - All staff

Provide teachers with time and space for professional inquiry to consider how students should learn, what they should learn, and how curriculum can be transformed to engage students effectively based on analysis of and determining if current curricula are (or are not) culturally responsive and pick 1 topic/unit to transform or adapt using NYU's Metro Center's Report "Culturally Responsive Education: A Primer for Policy and Practice" as a guide

Jan 11, 2021 to Jun 11, 2021 - ILT

Adopt and monitor implementation of evidence-based program that explicitly teaches social and emotional skills to all students

Aug 24, 2020 to Jun 11, 2021 - All Staff

Train and develop school teams in understanding how social and emotional learning can enhance academic performance, and how to weave social-emotional development into every aspect of school,

Aug 24, 2020 to Jun 11, 2021 - ILT

Adopt and determine how frequent assignments will be analyzed for rigor using Assignment Review Protocol (decided on by teachers) teachers will need an strong understanding of how assignment review protocols are used to analyze the quality and rigor of assignments by content area

Oct 06, 2020 to Jun 11, 2021 - ILT

Strategy 4

Develop non-negotiables for student learning environment with teachers and communicate expectations for academic press and personalism to staff, students, and families(student town halls,etc)

Aug 24, 2020 to Sep 28, 2020 - All Staff

Monitor student academic progress and use progress monitoring data from instructional walk tools to track effectiveness of interventions and teacher instruction

Sep 21, 2020 to Jun 11, 2021 - Admin, ILT

School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students(Weekly in grade level teams, bi-weekly in ILT, and Monthly in Admin team meeting)

-

Use protocols to collectively examine student work and reflect on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers

-

Use protocols to collectively examine student work and reflect on the quality of student-to-student discourse across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers

-

Establish grade level team meeting protocols, roles and responsibilities(embedded in agenda template) to ensure consistent and effeciently run weekly meetings

-

Strategy 5

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

We analyze multiple forms of data to determine areas of critical need with ILT to target and increase the student performance.

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

Continuous data analysis to drive decision making (grade level, grade band, content cluster, individual coaching, network PD) to disaggregate achievement data for NWEA, benchmark and interim assessments.

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.

Ongoing PD through network on CCSS based practices, resources and data driven instruction (weekly at the school level, monthly at the network level). We've also partnered with national consultants for math and ELA to support with deep dives into standards based teaching and learning.

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

Students receive SEL classes as well as staff receives PD monthly on trauma informed teaching and learning. Students have options for mentoring with counselor and social worker intern, as well as all middle school students have a high school readiness course weekly to support with secondary learning and high school selection.

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

We advertise positions through CPS as well as independent sources to increase our reach. We also seek references from high performing teachers for recruitment.

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.

Staff engages in multiple form and layers of personalized instructional supports including (daily classroom embedded PD, content clusters, personalized coaching, network PLC and collaborative planning).

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

Parents are invited to family literacy events as well as receiving grant awards to increase the amount of literacy in the home (access to high quality reading materials).

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.

Pre Kdg teacher has common planning with primary team for vertical planning and alignment daily and receives content support on early literacy standards.

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.

We use common planning time, as well as content clusters to disaggregate multiple forms of informal, formal and standardized assessments weekly to make data driven decisions regarding instructional priorities.

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.

We engage in Scholar Academies before and after school to target the specific needs of students based on data, student goals and objectives. We also have extended our blocks of instruction in ELA and math to allow for more targeted tiers 1 and 2 instruction/intervention.

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.

Closely align our practices with CPS resources to share information with parents regarding program options, opportunities through Parent University.

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.

The school will work intently to establish a quorum for PAC and LSC in order to discuss strategies for school improvement and increased opportunities for parental involvement.

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 Title I Annual Meeting and Organizational meeting will be held on or before October 1, 2020 annually.

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.

Once a functioning PAC and LSC are established, both will convene monthly to collaborate efforts to build the home/school/community connection. To support efforts with recruiting parents to participate in LSC, we have already started parent outreach and a focus group to solicit ideas and feedback to get parents engaged and actively involved in their child's day to day progress.

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.

School and district-wide assessment data will be shared with parents when it becomes available for each assessment cycle: IAR, ISA, MAP, Anet, DIBELS (their individual student's data and school level data). Parents will also receive progress reports every 5 weeks in addition to final report cards each quarter (10 weeks). We will also communicate and encourage parents keep in regular communication with the school via Remind messaging for reminders.

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.

Letters will be sent home to parents each year regarding the HQL status of their child's teachers and a copy of the school report card when they become available. We will also ensure the school report card is available on the school's website.

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.

Promotion criteria will be discussed at parent meetings for 3rd, 6th, and 8th grades throughout the school year. Open house, parent-teacher conferences, and individual goal setting meetings provide parents multiple opportunities to meet with teachers at various points in the year. Parents can also request appointments to meet with the counselor or classroom teachers to discuss their children's academic progress. We will also support parents with engaging in Parent Portal to monitor student grades and progress.

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.

Administration, teachers, and support staff will heavily emphasize available strategies and resources for academic improvement to parents in an effort to increase the home to school connection. School will use grant opportunities to provide additional resources for students to use at home. Teachers will also communicate regularly with parents regarding strategies that will strengthen academic supports for the home/school connection. All parents will be provided with the information necessary to access Parent Portal in order to stay abreast of their children's academic performance.

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

The school will facilitate professional development on effective communication strategies between parents, teachers, and all stakeholders both monthly (PD) and weekly (grade band meetings).

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

Parents will be invited to be partners in their child's education during multiple events within and outside the school day (including but not limited to: awards ceremonies, family social events, arts programming, mentoring programs, etc).

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.

Upcoming events will be sent home on a regular basis to keep the lines of communication open as well as being posted on Carter's website, Facebook, Twitter pages and through Remind messaging.

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)

We currently have not been able to establish a quorum for LSC and are in the process of facilitating LSC elections.

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 an exceptional community committed to inspiring students at Carter School of Excellence to develop creativity, curiosity, and critical thinking skills. We strive to prepare our students academically and socially to thrive in an ever expanding global society. With integrity, students will push beyond their known limits to become trailblazers within their generation and generations to come. We will establish trust among students, families, staff, and community partners. All children at Carter School of Excellence will receive equal access to opportunities for success

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences will be held according to the CPS yearly calendar as provided. School will also accommodate parents to meet as requested by appointment when parents are either unable to attend CPS-schedule conferences or have questions and concerns about their students' academic progress throughout the school year.

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

Progress reports will be sent home 4 times a year according to the CPS yearly calendar as provided. Teachers will also provide the necessary information and encourage parents to sign up for Parent Portal to stay abreast of students' grades weekly. Teachers are also encouraged to make positive phone calls home to discuss progress and celebrate milestones.

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

School staff will be available before and after school for parent-teacher conferences and during teacher planning periods (whenever possible due to availability and scheduling). Teachers will fully communicate

their personal schedules in order to provide parents with flexible scheduling options to meet and discuss any questions or concerns they have regarding their children's school experience.

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.

School will communicate opportunities for parents to volunteer for school-wide events, activities, field trips, and special projects throughout the year. School will communicate CPS guidelines for parent volunteers in order to establish a core group of parent volunteers. Our hope is to then mobilize this core group to launch and maintain a functioning LSC.

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

School will provide ongoing communication to parents to establish a partnership, ensuring that all students have a minimum attendance rate of 96%, and an "on track" status. School will provide additional support to assist parents in helping their students meet learning targets at home. An attendance incentive calendar is sent home monthly, and helpful tips, robocalls, and reminders are sent home weekly. Whenever possible, parents will be provided with student login information for online programming to practice content and reinforce learning objectives from school at home. School will support parents with access to Parent Portal in order to track academic progress.

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

Each year, the school will host a parent forum over the summer, an Open House in the fall, monthly PAC and LSC meetings to establish a quorum, and parent promotion meetings (for 3rd, 6th, and 8th grade students), as well as solicit informal ideas during parent workshops.

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).

We will increase student accountability through PBIS, attendance and academic celebrations, student-led data conferences. Students will be held to a high level of behavioral and academic expectations, create a positive learning environment within the school. Students and parents receive a copy of the Parent-Student Handbook at the beginning of the school year (or upon enrollment for transfers during the school year). Parents are asked to sign the handbook to indicate their understanding of the agreement to take responsibility for their children's education. By signing, parents also acknowledge their children's personal responsibility to meet academic, attendance, and behavioral expectations throughout the school year. Students will also receive SEL classes at least 1-2x weekly to support with culture, climate and good decision making.

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.

Once the PAC & LSC have been established, they will collaborate with the school to provide supports for parent workshops and informational sessions to strengthen our home to school connection and meet our school-wide goals. We will also build and establish collaborative relationships with community partners to enhance access to resources for students and families.

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.	\$2422.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00

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