

Charles S Deneen Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

No meetings saved for this plan.

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
 - 3 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
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Leadership creates opportunities to articulate and implement a shared vision of high expectations for all learners. Deneen’s mission and vision are visible throughout the school and drive all decisions. The CPS Framework for Teaching and Learning is the foundation for teacher development and instructional coaching. Instructional priorities and goals are created and monitored through a rigorous curriculum and data analysis.
- 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
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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:** Deneen’s ILT is comprised of five teacher leaders and two admin team members who are representative of grade clusters, content areas, and diverse learners teachers. The ILT shares the responsibility for improving teaching and learning by leading a cycle of continuous improvement, using relevant data and current best practices to drive the successful implementation of our instructional priorities. ILT biweekly meetings are structured around our school vision, instructional priorities and school goal. All of which is evident in the agendas, norms, and protocols. ILT members share responsibility for delivering professional development at grade level cluster meetings. More differentiated PD is needed across some grade levels.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - 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
 - 4 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Teachers use AUSL curriculum pacing guides for the rigorous Engage and CKLA curricula for K-8 ELA and Math. Additionally, 6 ELA teachers on campus have been trained and are using Dr. Carry's rigorous Thinking Core curriculum. By using these curricula with fidelity, teachers ensure vertical alignment and growth over time. Teachers annotate their plans and develop unit plans aligned with curricular and ANet assessments to ensure the teachers meets the needs of all students. Teachers need more professional development on ways to modify the curriculum to meet the needs of all students, including diverse learners (DLs). SQRP indicates average growth for reading and math, 5E data shows that improvement is needed in ambitious instruction, which is being addressed via our small group instructional priority and the use of elevated curricula (i.e. Thinking Core). Finally, all K-8 teachers are currently using Second Step for SEL instruction.
- 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
 - 2 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
 - 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:** Teachers work to differentiate and scaffold with strategies such as turn and talks and sentence stems for accountable talk. All teachers differentiate instruction to ensure that all students are able to access the curriculum. Teachers also conduct peer observations, especially for ILT members mentoring new teachers and teachers observing each others' best practices. During weekly clusters teachers are giving the opportunity to plan lessons, watch and analyze videos around instructional priorities. These instructional priorities will help teachers engage students in higher-level thinking and providing students with opportunities to construct new ideas, and engage in respectful discourse with their teachers and peers. Improvement is needed in the delivery of small groups for both ELA and math in quarter 3 to ensure that students are learning and meet their EOY goals.
- 2 - Balanced Assessment and Grading

- 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 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
- 1 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 1 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Unit plans, lesson plans, formative and summative assessments are provided through the AUSL Engage and/or Thinking Core curriculum. All plans, formative and summative assessments are standards-aligned. Teachers also follow an assessment calendar throughout the year, including NWEA (annual cumulative testing) and ANet (quarterly progress-monitoring testing). For the 2019-2020 school year, Deneen teachers have adopted CPS's standards-based grading policy. Teachers have received training on the philosophy of standards-based grading and have been using this style of grading. Our administrative team also conducts weekly Grade-book and On-Track ensure consistency and fairness in giving students feedback via grades.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS Team is present and created Deneen MTSS Framework and Flowchart during 2018-2019 school year and has monitored the implementation of the MTSS Framework the last two years. For Tier 1 instruction, Teachers use use rigorous EngageNY Expeditionary Learning, Eureka Math, and CKLA consistently across the school. Scaffolding and other supports are used to differentiate instruction. There is a clear criteria to identify students for Tier 2 or Tier 3 instruction. Teachers and other school staff provide Tier 2 and Tier 3 interventions through small group instruction. The following resources and curriculum are used for Tier 2 and Tier 3 academic instruction: Level Literacy Intervention (LLI), IREAD, Raz Kids, Newsela, VMath, and IXL Math. Teacher collects data on Tier 2 and Tier 3 interventions and used the data to guide their instruction but a school-wide system for progress monitoring has not been developed to determine the effectiveness of the interventions yet. Social Emotional Learning(SEL) instruction is provided schoolwide through Morning Meetings, Second Step, and school-wide Core Values. Check In Check Out, SEL small groups, BAM male student mentoring, and individual counseling are implemented for SEL Tier 2 and Tier 3 interventions.
- 1 - Transitions, College & Career Access, & Persistence
 - 1 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)
 - 1 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 1 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:** The counselor sets up various high school engagement opportunities e.g., a high school fair. She works with the 6th-8th graders once a week on high school as well as 6 to 16 curriculum during their Health prep class. We partner with Spark-connecting our 7th and 8th graders with mentors from Chicago downtown. Spark works with them on high school and college access. Introducing students to what is required in order to be successful scholars in high school and college and what the application process looks like for both. We have college banners around the school and many teachers name parts of their classrooms (tables, small groups, etc) with college names. Our students are learning soft skills like growth mindset and determination during weekly Second Step Sessions in order to have the tools that will make them face rigorous tasks with focus..

Quality and Character of School Life

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

- 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- **Evidence:** Staff members have civil and professional working relationships with one another. Even though, about 50% of staff members are new in the 2019-20 school year, Deneen staff has built deep relational trust both between staff members and between staff and students. Throughout the school year, staff members participate in after school events to build positive relationships. Through communication, staff members continue to resolve conflicts in a peaceable manner. For the remainder of the school year we will continue to have discussions around cultural relevancy. There are ample opportunity for teachers to collaborate and learn from each other. New teachers attend a monthly orientation to build a shared relationship to collaborate and learn from each other. Teachers also build relationships with each other through our school mentorship program.
- 1 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** Deneen has extra curricular activities such as 21st Century, Basketball, and Step Team but could improve on the scope of activities. Student voice is present in classrooms but not in making decisions across the school such as student government. Student Government will need to be created for students to have a stronger voice. In order to do this, teachers will appoint two-four 7th & 8th grade scholars to serve as Student Council members so as to engage scholars in student government where their voices will be more realized. So that students have space to engage in discussions about current and controversial issues, morning/afternoon meetings are conducted daily. To add to that, scholars are also exposed to current events through their involvement of NewsELA online assignments.
- 3 - Physical and Emotional Safety
 - 4 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)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Deneen staff and students agree to live out the following core values for the purpose of creating a strong sense of belonging to a community that infuses these core values in every aspect of what excellence represents at Deneen School of Excellence: 1.) Respect: At Deneen we appreciate each person and their story through our words, actions, and attitudes. We see people for what they bring to our Deneen community and we value their unique

perspective. At Deneen, we treat others as they wish to be treated. 2.) Responsibility: At Deneen, we acknowledge that our actions and choices impact our community and take ownership for what we do. 3) Integrity: At Deneen, we act and speak with honesty, fairness and thoughtfulness. 4.) Courage: At Deneen, we possess the confidence and resolve to take risks, push ourselves and persevere in the face of adversity and peer pressure. We do what's right because it's right. and 5.) Excellence: At Deneen, we put our best effort into everything we do. are values we commit to embody in the learning environment. At Deneen School of Excellence, we strive to provide a safe, orderly, caring and supportive environment. All staff are held to the expectation to exemplify these core values each and every day. Each student's self worth will be nurtured by positive relationships and interactions between their peers and all team members in the building. -We have implemented a partnership with Mercy Home to place SEL at the forefront of our schools culture. The partnership includes on-going professional development over the next two school years. The professional development is for all staff. The first training module was the first of two parts of the Mercy Home Resilient Schools Training. The theme: "Our Goal: Shifting Educator's Mindsets about students from "What's wrong with you?" to "What happened to you?" Over 98% of school staff received training for a trauma sensitive approach. -Deneen has multiple systems in place for students to share about their emotional needs. On one level students are able to share in the Morning/Afternoon meeting. This is an engaging start/component to each school day designed to build a strong sense of community and set students up for success socially and academically. Each morning/afternoon, homeroom teachers and students gather together in a circle for 15 minutes. -Additionally, students are able to communicate to the school counselor or any staff member. We have in-school partnerships with BAM for the young men, we have in-school partnerships with SGA Youth & Family Services, which include another counseling resource. Teachers and students are able to schedule time to meet with any of these resources. -All bullying investigations are referred to the office of the Dean of Discipline. The staff is well trained in the CPS policy protocol and response to bullying allegations/ investigations. -Each year significant staff training is provided to make a clear delineation for staff response to behavior through the school. Deneen staff have multiple resources to assist with discipline referrals. At Deneen no student discipline is referred to the office whatsoever. Staff have all the procedures for student discipline in the Deneen Culture and Climate for Learning Plan, under section School Wide Behavior response: Classroom managed behaviors versus Dean managed behavior. -At Deneen we utilize the Strong Start School-Wide Signature System 1 adapted heavily from Teach Like a Champion 2.0. All teachers (Grades K-8) will implement Strong Start daily. The ILT conducts routine walks to ensure that all teachers use their BMC to ensure classroom procedures become routine. -At the beginning of the school year All staff are expected to design and install procedures and systems to support students' ability to be successful with expectations for classroom and school behavior. Once procedures and systems are routinely implemented well (90-100% of the time with 100% proficiency), teachers will begin to transfer ownership of systems to students. Teachers will maintain systems by reinforcing expectations through repeated instruction (particularly at times when students are unsuccessful, after breaks from school, and/or when new students are enrolled), positive and corrective narration and feedback, and monitoring and taking action based on levels of proficiency. -Deneen School utilizes Morning Entry/ Dismissal Logistics which are provided with procedures, routines, and assignments. The information is

provided in the annual staff handbook and a digital copy is available on the school's google drive. -At Deneen our staff adheres to the following expectations: No student should be allowed in the hallway at any time without an adult escort. No students will be allowed to run errands for teachers or send correspondences back and forth between teachers. To maximize instructional time, no passes should be given to students to travel to any location (unless a student has a medical condition with documentation on file requiring frequent trips to the restroom and/or nurse, or unless a student is called for an early dismissal). In cases where an exception or emergency occurs, due to student illness, teachers should use their best professional judgment and allow students to use the restroom using the following procedure listed in the Staff Handbook. -A component of the Strong Start School-Wide Signature System is the: Greeting (2 min.): Students and teachers greet one another by name and practice offering hospitality daily. During passing periods Teachers and support staff exchange greetings throughout the day as students pass through the halls, until the end of the school day. -Deneen school has a Climate and Culture Coordinator. The school Climate and Culture team (teachers, support staff) ,meets regularly with the Admin team, additional Deneen's SEL team meets regularly to make decisions that promote SEL and creative supportive responses etc. The schools Behavior Health Team/MTSS SEL meets regularly to identify areas of growth and creates plans to improve those areas. Instructive- Integrate universal SEL skills instruction in disciplinary responses

- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** a. Explicitly teach expected behavior and positively reinforce consistently school-wide All staff will explicitly teach expectations to students, using What to Do, and provide pretend practice to support students in realizing success in a low-stakes setting. All staff are expected to follow-through on expectations with enthusiasm and in a way that is persistently respectful and responsive to students. For teachers, this section relates to REACH Domain 2. For ESPs, this section relates to all sections of the ESP Evaluation. The cycle of learning should: 1. Introduce (Give the What and the Why) 2. Model 3. Practice 4. Discuss 5. Repeat b. Use data to determine which behaviors should be retaught or more heavily reinforced Schoolwide we use Dojo and Aspen data to determine which red flag behaviors should be reinforced. c. Use disciplinary interactions as opportunity to teach the IL SEL standards Staff members in the school community use Class Dojo to record parental contact (including positive, informative, and corrective). Additionally, teachers in grades K-4 use Class Dojo to enter disciplinary infractions that result in teacher-managed detentions, loss of privileges, and removal from class due to unsuccessfully moving through the BMC and/or dean-managed infractions that occur under the supervision of the teacher. When this occurs, most if not all infractions result in a restorative conversation. The restorative conversations focus is to help the students and adults understand and manage emotions, set and achieve positive goals, feel

and show empathy for others, while maintaining a positive relationship. At Deneen school we use these occasions, investing time so that students can make positive decisions. Restorative -Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions a.Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, repair relationships, and cause minimal disruption to learning Deneen conducts professional development to equip staff with the restorative practice tools. The training focuses on helping the students and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, while maintaining a positive relationship. b.Implement processes that address and meet the needs of students who are impacted by behavior incidents Deneen uses multiered levels of intervention from the SEL menu that allows responses to meet the needs of students impacted by behavior incidents. c. Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally managed response to behaviors using consistent, restorative processes We have a menu that school staff adheres to for best practices. As Deneen is committed to a restorative approach, the Dean of Discipline is responsible for responding to behaviors that do not fall under the classroom BMC. At Deneen, our goal is to deliver consequences in a way that avoids escalation and confrontation, preserves relationships, and even motivates and teaches students how to do things according to expectations. d. Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff. At Deneen students are always invited and encouraged to participate in restorative conversations. These conversations are designed to help the students and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, while maintaining a positive relationship. At Deneen school we use these occasions, investing time so that students can make positive decisions. Students are also celebrated for positive compliance after participating in restorative conversations. SUPPORTIVE- Employ a disciplinary system that assess the root causes of student behaviors and utilizes a trauma informed, multi-tiered approach to supportive emotional intervention a.Avoid power struggles with students by offering choices and redirect students privately and respectfully At Deneen we employ school wide different types of Corrections (From Least to Most Invasive and Hierarchy Level). Nonverbal correction, Positive Group corrections, Anonymous Correction, Private Individual Correction, and Lighting Quick Public Corrections. When the the latter is used we practice, limiting the amount of time the student is ?on stage?, focus telling the student what to do right, to normalize the positive behavior. Deneen staff understands that the most important thing a staff member can do to ensure a more favorable outcome when issuing consequences is to respond confidently, privately, productively, and professionally to students. b.When planning a disciplinary response staff members reflect on the root cause or function of the behavior and consider whether adult behavior and/ or trauma may be contributing to student behavior. As a result of the Mercy Home Partnership with Deneen School Staff members have been trained to recognize Traumatic symptoms. Staff understand that trauma is often misdiagnosed and sometimes looks like an emotional or behavioral problem in students. At Deneen we always consider trauma as a possible underlying cause to behavioral and emotional problems. To combat the issue of adult bias, or misunderstanding we have PD to ensure this information stays relevant to staff. c. engaged families as partners when responding to behavioral incidents We make every effort to communicate

with parents as we partner to educate children. Deneen has a culture of open classrooms, parental communication with the use of tools like (Dojo, Parent newsletters, Class newsletters, family engagement nights, calling systems etc?) d.Support staff when in understanding the impact of trauma on student behaviors and using trauma sensitive approaches to discipline See B f. Disciplinary response procedures include consideration of whether the student requires additional supports to be successful According to CPS policy we ensure student who receive more than 3 days suspension receive a re-entry plan, or referral to behavioral health team, or to outside partners such as SASS g . Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community At Deneen we believe, at no time should or will suspension be used in lieu of appropriate student behavior management. On the contrary, only once the explicit teaching and explicit, repeated practice of expectations and rules have been provided and corrective measures have been appropriately followed and the CPS Student Code of Conduct has been consulted will the use of suspension be considered as a consequence. The Chicago Public Schools does NOT have a "zero tolerance" policy. Instead, the district, our Network, and our school adheres to a restorative approach to ensure that students learn how to function as productive citizens. EQUITABLE-Employ a discipline system that ensures equity across groups of students, school-wide, and district-wide a.See G b.The school uses a standardized process for documenting and monitoring misconduct and disciplinary responses and accurately reports misconduct through official district systems. Deneen uses the district mandated ASPEN student information system to report all misconduct that should be entered into ASPEN. There are certain behaviors that fall under classroom management that are tracked by the DOJO system.

- 3 - Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** The school hosts various parent engagement events throughout the year such as Spooktacular Literacy Night, STEAM Winter Wonderland, and March Madness Math Night. We also host grade level parent meetings for information and issues. The school sends home a monthly newsletter with information and events. Individual classrooms work with parents through Dojo and newsletters. We partner with an outside vendor that does parent workshops each Wednesday. Turnout for fall report card pickup was 68%. We did not have 5Es survey score for parents so need to increase survey engagement. PAC is now fully staffed with

officers and participants. We will continue to meet monthly. Moreover, a parent resource room and various parent intended workshops and events will be developed for further parent/community engagement.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Relational Trust	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	Balance Assessment & Grading
Root Cause 1	Lack of teacher knowledge for best practices for grading and teachers not following a set protocol for reteach and retakes. Teachers also have had a history of an unbalanced use of summative vs. formative assessments.
Area of Critical Need 2	MTSS
Root Cause 2	Lack of a school wide system for progress monitoring of tier 2 and tier 3 interventions
Area of Critical Need 3	Supportive & Equitable Approaches to Discipline
Root Cause 3	Inconsistent implementation of restorative practices amongst all staff members and finding the balance between discipline vs. restoration. Lack of consistent SEL teaching within all grade levels.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Reading (Grades 3-8) We chose this metric because our goal is to increase the percent of students that are on grade level by providing equitable education to a diverse groups of students. This metric will assist us in analyzing whether our areas of critical need strategies are effective in closing our academic gaps.	Overall		40.00	45.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) We chose this metric because though our attainments levels for diverse learning students tend to be lower, we have a history of increasing student growth in reading each year. We have a group of diverse learning teachers who are consistently adjusting their	Students with IEPs		80.00	85.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
instructional practice and modifying and accommodating the curriculum to give our students access to on grade level curriculum as well as skills to meet their individual goals.				
SQRP: National School Attainment Percentile - Math (Grade 2)	Overall		45.00	50.00
We are choosing this metric because historically 2nd grade attainment has been very low. Due to the fact that they are a foundation for upper grade success, we want to continue providing diverse curriculum and programs that will assist in preparing them for academic achievement within grades 3-8.				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We choose Well Organized because schools are 10 times more likely to so sustainable gains in student learning over time than schools that are weak in 3 out of the 5 essentials. As we have scored Well Organized in previous years, we want to continue with the systems and structures that support these categories.				80.00	85.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	have School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments
Then we see...	early assessment and interventions for students with academic or behavioral needs in appropriate tiers consistently
which leads to...	Students receiving needed interventions and supports on a regular basis, thus improving their achievement
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) ILT, MTSS Team and case manager develop a template process to assess, provide intervention and monitor student's progress. Tags:Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring (Not started) Train staff on how to use the schoolwide template, progress monitor and analyze student's response to intervention. Tags:MTSS: Progress Monitoring (Not started) MTSS team meets bi-weekly, including a 5 week check in with teachers to analyze data on students receiving Tier 3 support. Tags:MTSS: Progress Monitoring

Strategy 2

If we do...	Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism
Then we see...	communication amongst parents and teachers, interventions for attendance, behavior and academics
which leads to...	Improvement in individual student grades Improvement in attendance Improvement in behavioral consequences Improvement in academic growth Improvement in attainment
Budget Description	

Tags	Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> (Not started) Attendance Coordinator creates an attendance team that tracks the attendance for students who move down each attendance section biweekly and create interventions for each section: Example: 95- 97.5%: Letter from teachers about attendance 92.5-95%: Individual attendance incentive tracked by teachers (w/ letter sent home) 90- 92.5%: Attendance Contract 87.5-90%: Parent-Teacher-Attendance Team Member Conference 85-87.5: Admin, Parent, Teacher Conference Below 85: Home Visit <p>Tags:OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Communicate with parents during open house and parent meetings about on track and grading <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Teachers track students who have below a 80% every two weeks and conduct an intervention based on their grades: - Teacher- Student conference - Weekly work recovery - Mandatory Reteach/Reassess if grades fall below 80% - Parent-Teacher Conference - Referral to Behavioral Health Team <p>Tags:Balanced Assessment and Grading, MTSS: Family and Community Engagement, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Formation of On Track Team (administration and teachers) that analyze off track data biweekly and at the 5 week benchmark and monitor intervention to determine appropriate next steps. <p>Tags:Balanced Assessment and Grading, MTSS: Progress Monitoring</p>

Strategy 3

If we do...	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
Then we see...	An array of tiered accommodations/modifications being used in the classroom A variety of assessments to meet students? needs Collaboration between general education and special education teachers
which leads to...	A productive and self starter learning environment where students are given multiple access points of success.
Budget Description	Funds to provide professional development to teachers and provide after school planning time for general education teacher and Diverse Learning teachers.

Tags	Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> (Not started) Professional Development for all teachers on accommodations/modifications <p>Tags:MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Professional Development for all teachers on and universal design for learning and Professional Development of how to incorporate A/M and UDL in small group work, independent work, and whole group <p>Tags:MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Teacher Teams</p>

Strategy 4

If we do...	Integrate universal SEL skills instruction in general instruction and in disciplinary responses through 1.) explicitly teaching expected behavior and positively reinforce consistently school-wide and 2.) using data to determine which behaviors should be retaught or more heavily reinforced
Then we see...	An increase of social emotional learning in daily curriculum Decreased escalation of behavior incidents (e.g. to fighting) between students; Improved relationships both 1.) between peers, 2.) between students and adults Classroom climate and cultures being supported by a set SEL plan Fewer detentions and suspensions Students being able to do peer mediations
which leads to...	An increase of students displaying Deneen?s Core Values: Responsibility, Respect, Integrity, Courage, and Excellence. An increase of students? self-management, self-awareness, and interpersonal skills evidenced by an increase of positive ClassDojo student feedback.
Budget Description	Social Emotional Learning curriculum and materials.
Tags	OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Not started) Identify a team of teachers and support staff to attend Social Emotional Learning Professional Development during Summer of 2020. <p>Tags:Supportive and Equitable Approaches to Discipline, OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) Social emotional learning is discussed in teacher content teams under the leadership of a member of the ILT or Behavior Health Team member. <p>Tags:Supportive and Equitable Approaches to Discipline, OSEL: SEL Instruction, OSEL: Supportive School Environment</p>

Strategy 5

If we do...	Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL) a. Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, repair relationships, and cause minimal disruption to learning b. Implement processes that address and meet the needs of students who are impacted by behavior incidents c. Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes d. Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff
Then we see...	Consistency in responses to behavior incidents; Decreased escalation of behavior incidents (e.g. to fighting) between students; Improved relationships both 1.) between peers, 2.) between students and adults; Fewer detentions and suspensions
which leads to...	A climate grounded in problem-solving and trust between peers, teachers, and administrators.
Budget Description	
Tags	OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> • (Not started) Designate an administrator/coordinator of restorative practices Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Administrator/coordinator of restorative practices receives necessary training to take on this role Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Prepare PD for BOY 2020-2021 to prepare all staff to begin using restorative practices Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

Action Plan

Strategy 1

ILT, MTSS Team and case manager develop a template process to assess, provide intervention and monitor student's progress.

Jul 06, 2020 to Sep 30, 2020 - ILT, MTSS Team, & Case Manager

Train staff on how to use the schoolwide template, progress monitor and analyze student's response to intervention.

Aug 31, 2020 to Oct 30, 2020 - Admin Team, ILT

MTSS team meets bi-weekly, including a 5 week check in with teachers to analyze data on students receiving Tier 3 support.

Sep 14, 2020 to Jun 25, 2021 - MTSS Team, Admin Team, Teachers

Strategy 2

Attendance Coordinator creates an attendance team that tracks the attendance for students who move down each attendance section biweekly and create interventions for each section:
Example: 95- 97.5%: Letter from teachers about attendance 92.5-95%: Individual attendance incentive tracked by teachers (w/ letter sent home) 90- 92.5%: Attendance Contract 87.5-90%: Parent-Teacher- Attendance Team Member Conference 85-87.5: Admin, Parent, Teacher Conference Below 85: Home Visit

Jul 06, 2020 to Sep 11, 2020 - Attendance Coordinator & Attendance Team

Communicate with parents during open house and parent meetings about on track and grading

Sep 14, 2020 to Jun 18, 2021 - ILT, Admin Team

Teachers track students who have below a 80% every two weeks and conduct an intervention based on their grades: - Teacher- Student conference - Weekly work recovery - Mandatory Reteach/Reassess if grades fall below 80% - Parent-Teacher Conference - Referral to Behavioral Health Team

Sep 14, 2020 to Jun 25, 2021 - Teachers, Assistant Principal

Formation of On Track Team (administration and teachers) that analyze off track data biweekly and at the 5 week benchmark and monitor intervention to determine appropriate next steps.

Jul 27, 2020 to Jun 18, 2021 - Admin Team Teachers

Strategy 3

Professional Development for all teachers on accommodations/modifications

Aug 24, 2020 to Aug 28, 2020 - ILT

Professional Development for all teachers on and universal design for learning and Professional Development of how to incorporate A/M and UDL in small group work, independent work, and whole group

Oct 05, 2020 to May 28, 2021 - ILT

Strategy 4

Identify a team of teachers and support staff to attend Social Emotional Learning Professional Development during Summer of 2020.

Jun 29, 2020 to Aug 14, 2020 - Admin Team

Social emotional learning is discussed in teacher content teams under the leadership of a member of the ILT or Behavior Health Team member.

Aug 24, 2020 to Jun 18, 2021 - ILT Team and Behavior Health Team

Strategy 5

Designate an administrator/coordinator of restorative practices

Jun 22, 2020 to Aug 21, 2020 - Admin Team

Administrator/coordinator of restorative practices receives necessary training to take on this role

Aug 03, 2020 to May 28, 2021 - Admin Team

Prepare PD for BOY 2020-2021 to prepare all staff to begin using restorative practices

Aug 24, 2020 to Aug 28, 2020 - Admin Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

A comprehensive needs assessment of the entire school is completed by the Instructional Leadership Team (ILT) every year.

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

Deneen has research-based ELA and Math curriculum that provide rigorous student tasks. Deneen hires an ELA consultant to coach and train teachers to teach standard-based questioning, discussion, and writing. Deneen's instructional coach specialized in math instruction and provides coaching to all math teachers.

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.

Deneen has research-based ELA and Math curriculum that provide rigorous student tasks. Deneen hires an ELA consultant to coach and train teachers to teach standard-based questioning, discussion, and writing. Deneen's instructional coach specialized in math instruction and provides coaching to all math teachers.

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).

In addition to the strategies above, Deneen has an active MTSS team and Behavior Health Team that analyzes data and coordinates interventions for students that are low- achieving or at risk. Deneen also has a school counselor and SGA Social Worker Intern every year that provides counseling services, and Deneen has 7 to 8 City Year tutors working with teams of students.

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

Deneen uses rigorous interview process and has partnerships with university teacher programs and the AUSL resident teacher program,

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.

Deneen's senior leadership team and ILT creates an annual learning plan for all teachers and staff. Deneen's administration, teachers, and staff also participated in many professional development opportunities offered by AUSL.

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

Deneen has an active Parent Advisory Council that coordinates parent activities and training. Deneen also has a Parent and Family Engagement Committee that plans activities and services for parents.

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.

Deneen has two full time preschool classrooms so many of our kindergarten students come from our program. The Deneen PreK and Kinder teachers have regular gradeband teacher team meetings to prepare for the transition. Also, Deneen has interventions and supports for students that come to Kindergarten from other early childhood programs.

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.

Deneen's ILT meetings at least twice a month to review student data and discuss assessments. The ILT teachers lead content teacher grade band team meetings weekly. Student assessment is a topic during these weekly meetings.

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.

Deneen has an On-Track Team and MTSS team that monitors student data and helps teacher teams provide activities, interventions, and supports to students experiencing difficulty mastering the proficient or advanced levels of academic achievement standards.

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.

Deneen Cafeteria manager manages nutrition programs (in addition to breakfast and lunch) that provide health snacks to students after school and during the summer. Additional, PAC coordinates cooking and nutrition classes, job training, and self-defense/violent prevention classes for parents.

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.

We will have an open State of the School address at open house and report card pickup. Parents will be made aware of the School's goals and expectations quarterly. The school will also host parent meetings for our 3rd, 6th and 8th grade families to share what they need to be successful in their perspective benchmark grades. This will also assist the school in continuing to hold our LSC and PAC groups for regular meetings. At these meetings, we will provide light refreshments encourage parent to be as involved in Deneen's progress as they can. We will develop parent/Principal walks quarterly to also build relationships between staff and families..

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

We will have a State of the School address during open house. Here is where we will inform families of our Title 1 requirements and their right to be involved in title 1 programs. This will take place during the 2nd week of school on Thursday, September 17, 2020. Teachers will each host an intimate meeting where parents and students are introduced to the expectations that will assist students with being successful in their individual class. We will also host parent meetings as we are establishing our LSC and PAC groups for regular meetings. We will aim to have our Title I PAC Organizational Meeting during the third week of school on Thursday, September 24, 2020. At these meetings, we will provide food and drinks to encourage attendance.

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.

As an administrative representative will be present at our PAC meetings, they will be charged with bringing back suggestions from the meetings back to administrative and/or Instructional Leadership Team meetings. Based on the discussions and decisions that are made from these meetings, the admin representative will return to the PAC with suggestions for improvement or a timeline of implementation.

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 get their student reports at parent teacher conferences twice a year as well as sent home after assessments. Teachers pull the growth goal setting report for students off of NWEA site to share with families. Teachers also provide the ISA assessment scores with parents during the 1st parent teacher conference.

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.

We will send a parent letter home with affected students in the event of a teacher who is not "highly qualified."

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 have a State of the School address at open house and report card pickup. We will also host parent meetings as we are establishing our LSC and PAC groups for regular meetings. At these meetings, we will provide food and drinks to encourage attendance and tell them about these expectations and ways to help them improve 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.

The administration team as well as the PAC will provide various events along the year to assist in parent education around literacy training and or technology to assist parents in assisting their children. Teachers will also hold grade level parent meetings that will teach parents about the content that is being taught within the classroom. As a school in collaboration with City Year, we also hold various family engagement nights where parents, students and teacher engage in academic activities together throughout the year.

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

We will have an open State of the School address at open house where we will inform them. This will take place during the 2nd week of school on Thursday, September 17, 2020. We will also host parent meetings as we are establishing our LSC and PAC groups for regular meetings. At these meetings, we will provide food and drinks to encourage attendance and tell them about these expectations and ways to help them improve progress. Parents are also encouraged to communicate with teachers and school members through various platforms including Class Dojo, Remind, and Instagram. Our school sends out monthly newsletter around school-wide information, as well as teachers who send out grade level specific information about the school.

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.

Preschool will be included on the calendar for all parent engagement nights. There will be a PK representative to help with parent recruitment, communication, and integration of preschool and the rest of the school's priorities.

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.

We will utilize our monthly newsletter as well as flyers and Remind to inform families of programs, meetings, and other activities. We will also have flyers in the main office for parents.

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)

Due to state-wide stay at home orders, we will not be able to conduct an LSC meeting to approve our CIWP plan at this time. In the fall, however, we will provide copies of the CIWP to the LSC so they can monitor the school's progress around the stated action items.

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.)

Deneen School of Excellence strives to have parents, teachers, and community members actively involved in our students learning with a commitment to fostering a challenging and safe learning environment that encourages high expectations for all. We are dedicated to promoting academic and social excellence to produce lifelong learners prepared for a global society.

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.

There are parent teacher conferences twice a year in the fall and in the spring.

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

We will provide progress reports home to students every five weeks. All will be sent home except for the fall and spring report card pickup progress reports which will be given in person. Parents will also be sent home "Off-track" notification letters every 5 weeks.

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

Staff is always available for conferences before and after school when parents set it up ahead of time. We will also provide coverage for staff if need be if a parent meeting is necessary. Parents can reach out to teachers by phone, Class Dojo, or Remind to set up times to meet.

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 and family members are welcome to come in to volunteer at the discretion of the teacher. Opportunities include read alouds, field trips, and in class volunteer times.

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

Parents can monitor learning through computer games, homework completion, reading logs, and monitoring attendance.

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

Parents can consult with the school during LSC and PAC meetings as well as set up meetings with teachers and admin.

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 know and learn about school, classroom, and individual academic and behavior goals throughout the year. We give students incentives for achieving and work with them to develop plans for their successes. Students are also given opportunities to retake assignments and redo work when needed.

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.

Back to School Ice Cream Social - Our goal is to get parents and families excited about the school year as well as build community.

Open House - Our goal is to inform parents of procedures and expectations and get them to know their teachers.

Report Card Pickup (spring and fall)- To inform parents of student progress and help them understand how they can assist their students to be successful.

Reading Parent Night - To provide a fun, educational night for parents and students to engage in literacy activities and learn how they can assist their students to be successful.

Math Parent Night - To provide a fun, educational night for parents and students to engage in math activities and learn how they can assist their students to be successful.

STEAM Winterfest - To provide a fun, educational night for parents and students to engage in STEAM activities and learn how they can assist their students to be successful.

Parent University - To provide training and parental strategies to parents enrolled in our university provided by an outside partner

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.	\$1000.00
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.	\$996.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1165.00
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.	\$150.00

54205	<p>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.</p>	\$250.00
54565	<p>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.</p>	\$400.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$200.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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.</p>	\$500.00