

# John Foster Dulles Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Toyia Pullum	Principal	tdpullum@cps.edu	Has access
Kahinde Longmire	Assistant Principal	klthompson@cps.edu	Has access
Larry Williams	Youth Service Advocate	ldwilliams32@cps.edu	Has access
Trina Scott	Clerk	tlscott@cps.edu	Has access
Chasity Wilson	Athletic Director	cwilson67@cps.edu	No Access
Barbara Holmes	Parent	bholmes4thekingdom@gmail.com	No Access
Lan Huynh	ILT	lhuynh2@cps.edu	Has access
Sheba Mack	ILT	smmack@cps.edu	No Access
Kristin Kulhanek	ILT	Kakulhanek@cps.edu	No Access
Olivia DeLa Cruz	ILT	omdelacruz@cps.edu	No Access
Martashanika Mohead	Academic Director	mnmartin@cps.edu	Has access
Anthony Wright	Social Worker	adwright9@cps.edu	No Access
Shontel Carrethers	Dean Assistant	scarrethers@cps.edu	No Access
Jessica Buie	ILT	jlbuie@cps.edu	No Access
Erica Sidney	Counselor	eetidney@cps.edu	Has access

### Team Meetings

Date	Participants	Topic
01/30/2020	CIWP Team	SEF

# 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
  - 4 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)
  - 2 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:** - School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) - Five Essentials: Program Coherence - Bulletin Boards - AUSL Opportunities and outside of network opportunities and professional development - Coaching and Mentoring - NTN, Great Minds, Thinking Core - ILT, SLT, Culture and Climate Team, SEL Team, Sports and Clubs, Look and Feel Team
- 3 - Structure for Continuous Improvement
  - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 2 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
  - 1 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** - Schedules - Teacher retention rates - Staff exit interviews/surveys (data on reasons for leaving school or district) - Candidate interview protocol documents - List of community-based organizations that partner with the school and description of services - Evidence of effectiveness of the services that community-based organizations provide - Budget analysis and CIWP - Weekly Progress Monitoring - Cluster Meetings - Staff Morales (donuts and coffee)

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 2 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)
  - 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:** - School's PD Plan "review for goal alignment" - does the plan advance the school's improvement agenda? - PD agendas, PD feedback surveys - Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) - Cross-section of materials from a variety of content areas and grade levels - Evidence of scaffolding and differentiation for all students to access the content/skills - Description of materials in curriculum and/or lesson plans - Presence of varied texts, supplementary media (e.g. videos) A. Current curriculum adequately explores other cultures and histories that are not reflective of the students own communities, culture, history, and/or language. Few or some teachers provide culturally relevant activities to supplement. Some students do this some of the time (will attach portions of the 2nd and 4th grade African American studies curriculum). B. Shifts in CKLA to deepen our connection to reading, speaking, and writing through a standards based lens D. Dr. Thinking Core PDs and Monthly in person Coaching/Feedback
- 2 - Instruction
  - 1 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 1 Engage students in learning and foster student ownership
  - 2 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
  - 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** - Sample of individual student learning goals from a cross-section of teachers - Also review student work evidence from Rigorous Student Tasks - Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) - Informational observations, peer observations, learning walks - Lesson studies - Cross-section of student work from a variety of content areas - Observation of student learning (e.g. learning walks/walkthroughs) - Focus group(s) and discussions with students -Goal setting for NWEA -On-track conferences -Monitor and support with attendance -Reference learning objectives at the start and end of lessons
- 3 - 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
  - 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
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 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
  - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 4 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 1 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:** - Examples of a variety of teacher created and teacher selected assessments - Units and lesson plans with formative and summative assessments embedded in a long term plan - Assessment calendar - Examples of gradebooks - ON-track weekly report/ with detailed plan for each student -visible trackers for platform and skill progress -school-wide policy -collaborative curriculum/ quiz planning -ANET data available on platform/ reviewed -analyze Stride data bi-weekly -analyze IXL success with trackers -Progress monitoring DIBELS and TRC - Progress monitor Reflex math (math fluency)
- 1 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
  - 1 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)

- 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)
- 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)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 1 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)
- 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)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)
- 1 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:** -Teachers and support staff document parent and family communication logs to prevent absenteeism. Parent conferences are held during report card to prevent failing. One on one support meetings are held with students that are not on track. - School MTSS guidelines/handbook Teachers implement lesson plans aligned with Illinois Teaching Standards. - Log of interventions delivered to students - Log of student progress made as a result of interventions Teachers have access to textbooks and various learning materials to aid in differentiated learning strategies. Teachers develop lesson plans that provide differentiated learning techniques. Staff utilizes Dashboard and 360 databases to monitor the students receiving Tier 2 and Tier 3 supports to accurately assess student achievement results and school practices. OSEL support includes social workers, counselors, and administration. Staff utilizes 360 and dashboard OSEL provides ongoing professional development trainings to discuss current and upcoming interventions and supports. OSEL provides Tier 1 (Classroom Guidance), Tier 2 (Small groups), and Tier 3 (Community Referrals/supports) for students in need. OSEL collaborates with Educational Support Personnel in regards to MTSS related outcomes. OSEL and ESPs will need to communicate related outcomes with entire MTSS team and teachers. MTSS Team and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors to deficit areas. Not all teachers are on board with the process. Staff utilizes Dashboard and 360 databases to monitor the students receiving Tier 2 and Tier 3 supports to accurately assess student achievement results and school practices. OSEL provides all staff with daily SEL lessons to incorporate during instructional time.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 2 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 on college visits and college fair information - Naviance Monthly Data - Scholarships earned - Artifacts, plans, or timelines related to successful transitions structures - To & Through data -After-school academic clubs/groups - Selective Enrollment Testing & Transportation to Testing -Career Fair information

## Quality and Character of School Life

- 2 - Relational Trust
  - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** - Five Essentials/My Voice, My School Survey - School Climate Standards Self-Assessment
- 1 - Student Voice, Engagement, and Civic Life
  - 1 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 1 Engage in discussions about current and controversial issues
  - 1 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:** - MVMS Student Survey completion rates and results - Artifacts from student-run organizations and events (including SVCs) - Meeting minutes/agendas that include student participation - Policies regarding student engagement in decision making - Service learning reports and/or reflections of SL projects - Unit and curriculum maps, rubrics, assessment artifacts - Evidence of student work - Democracy School recognition
- 3 - Physical and Emotional Safety
  - 2 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)
  - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** - MVMS score ? ?Safety? - % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? - Examples of teacher practice improving in Domain 2 of the Framework for Teaching - School Climate Standards Rubric/Assessment -Teacher anchor charts for student jobs - School-Wide Expectation posters
- 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)
- 2 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:** - Misconduct data (Dashboard) - My Voice, My School survey responses - Class Dojo Data -Review 360 logs -Dean refocus cards -MTSS -Referral slips submitted to counselors
- 3 - Family & Community Engagement
  - 3 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).
  - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 2 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)
  - 2 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:** Back to School BBQ: families and students get to engage with the staff  
Open House: State of the school address We invite community partners to all events to support families Staff members are positioned at entry and dismissal to welcome students and families Families are invited to Quarterly Assemblies Arts Showcases Sporting Events Data Meetings (Open House) PAC Admin open door policy Report Card Pick Up Scheduled parent-teacher meetings Surveys 5 Essential Survey Send reports and On- Track (Know your numbers reports) Kdg parent Workshops Parent workshops Parent mentor program and CPS cleared parent volunteers Ongoing attendance communication with parents whose child's attendance is off-track 5 week progress reports 10 week report cards Monthly on track reports as needed Daily attendance communication Handbooks are distributed at the beginning of the year at Back to School BBQ Provide resources for families, coats, clothes etc

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1



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

# 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	MTSS
Root Cause 1	Lack of consistent progress monitoring for behavior and use of the data to inform decision making.
Area of Critical Need 2	Instruction

Root Cause 2	Lack of evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)
Area of Critical Need 3	Discipline
Root Cause 3	Lack of consistent SEL and restorative practices

## 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 (Math)  Math growth is on a steady incline. However, we need to continue to push ALL students' growth.	Overall		60.00	70.00
	Students with IEPs		70.00	75.00
Vision: NWEA Growth G3-8 (Reading)  ELA growth is stagnating/has declined due to a lack of evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions). We must create a plan to ensure students are making a significant growth.	Overall		60.00	65.00
	Students with IEPs		60.00	65.00
Vision: NWEA Attainment G2-8 (Math)  Our students must be at/above grade level by the time they reach 3rd grade. We want them to be on-track and able to exit 3rd grade successfully.	Overall		30.00	40.00
	Students with IEPs		20.00	25.00
Vision: NWEA Attainment G2-8 (Reading)  Our students must be at/above grade level by the time they reach 3rd grade. We want them to be on-track and able to exit 3rd grade successfully.	Overall		30.00	35.00
	Students with IEPs		5.00	10.00
Vision: Attendance Rate  Dulles enrollment has increased over the past 2 years. We need a plan to ensure families understand the importance of attendance.	Overall		96.00	96.00

## Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> The CIWP team has identified areas of concern by using quantitative and qualitative data points. Each area of concern has a plan attached that was summer 2019 (Senior Leadership Retreat).				4.00	5.00

**Custom metrics (67% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Effective Leaders (Blank)				3.00	4.00
Collaborative Teachers (Blank)				4.00	5.00
Involved Families (Blank)				3.00	3.00

# Strategies

## Strategy 1

If we do...	Assess the school's current culture and climate and behavioral supports through observations of students not responding to universal strategies and collect consistent data.
Then we see...	Then we will see staff consistently logging behavior data for tier 1 students in Pearson Review 360, making sound decisions concerning further accommodations and interventions for tier 2-3 students and logging that data in ASPEN MTSS Logger with fidelity
which leads to...	An overall decrease in infractions, and an increase in student class participation, which positively impacts student achievement metrics such as the NWEA growth percentile and targets met in both reading and math.
Budget Description	Funding Sources Local (115) Title I (332) External Grants/Foundation/In-kind(124) Budget Categories Social Worker position (additional) ESP position Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Professional Development Consultants/vendors

Tags	MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>(Not started) Ensure that all staff is trained on school-wide tiger traits, 360 and Aspen MTSS system during teacher institute week. Staff will receive ongoing professional development throughout the year to support development and implementation of signature strategies. Create a monitoring system to ensure that teachers are implementing SEL lessons and schedule quarterly SEL walks.</li> </ul> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will collect data weekly and input the data into the ASPEN MTSS system biweekly.</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) MTSS team will review 360 entries biweekly to identify trends and provide next steps (i.e. Determine students that need extra supports, assign a check-in and check-out person and/or identify individual behavior trackers for student use) and present to admin as needed.</li> </ul> <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions</p>

**Strategy 2**

If we do...	If we communicate a clear, concise reading, math, science, and social studies instructional goals that are aligned to a coherent coaching cycle, teacher mentor model and utilize the grade level cluster structure and SID as a way to promote teacher collaboration and professional development
Then we see...	Then we will see continuity among teachers instructional best practices named in the yearly instructional goals (i.e., Domain 2 components: 2a-2d and Domain 3 components: 3a-3c) such as teachers utilizing Doug Lemov's "What to do," "Strong Start," "Warm-Strict" and "100%", conducting small group/personalized learning, Habits of Discussion and Number Talks, progress monitoring and use of the adopted curricular resources.
which leads to...	Which will lead to an increase in student academic reading and math assessment data, increase in teacher REACH evaluations to proficient/distinguished in Domains 2 and 3, and students thinking critically, becoming fluent readers, writers, and mathematicians, and respectfully solving problems among students.
Budget Description	Funding Sources Local (115) Title I (332) External Grants/Foundation/In-kind(124) Budget Categories Teacher position ESP position Ext. Day - Buckets Equipment (Chromebooks) Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses Other

Tags	Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, ODLSS: Instructional Quality, Personalized Learning: Tailored Learning/Differentiation, Math: Student Discourse
Action steps	<ul style="list-style-type: none"> <li>(Not started) Admin, and the ILT will communicate instructional priorities and and quarterly benchmarks to all stakeholders via ongoing professional developments and community events.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Every teacher will be assigned an instructional coach. Coaches will collect data and present to admin to identify a support plan (tiered and differentiated) that is appropriate for the teacher's strengths and areas of growth.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Admin, coaches, and mentor teachers will analyze walk data to create specialized PD for teachers and guide lesson annotation and planning preparation and instructional next steps.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Curriculum</p>

**Strategy 3**

If we do...	We will consistently monitor the use of class dojo and enter in 360 logs in a weekly basis for teachers and dean for a daily basis. We will continue student mentors which will include our small groups for SEL. We will continue to have morning meetings with weekly tiger traits. We will provide ongoing pd to support our SEL initiative (monitoring useage of SEL restoration and student accountability).
Then we see...	A decrease in infraction data. We will see an increase in PBIS engagement and more students will be able to participate in our PBIS school events. We will also see an increase in staff engagement.
which leads to...	A decrease in school-wide infraction data. Students will be able to manage their own infraction which will result in more instructional time in the classroom.
Budget Description	Local (115) Title I (332)
Tags	MTSS, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> <li>(Not started) Staff will implement the school wide Behavior Management Cycle with fidelity.</li> </ul>

	<p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) Monthly PBIS events that celebrate the students who are following school wide and classroom expectations and exhibiting the Tiger Traits 80% of the time.</li> </ul> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will plan and participate in events and create in class incentives that promote joy factor and positive teacher-student relationships.</li> </ul> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) All staff will engage the community by creating news letters, identifying student of the month. The staff will also post (social media outlets, classroom boards and school wide student of the month board) all events and highlight the students who are following school wide and classroom expectations and exhibiting the Tiger Traits 80% of the time.</li> </ul> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p>
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**Strategy 4**

If we do...	If we adopt and attend professional development, and utilize restorative classroom management and school-wide discipline practices that allow students to be reflective, take accountability and manage their behavior
Then we see...	Then we will see teachers and staff taking a proactive approach when dealing with student behavior, building strong relationships, teaching SEL lessons, utilizing de-escalation techniques, and restorative practices
which leads to...	Which will lead to improved student self-regulation skills, outcomes on testing measures, attendance, 5Essentials data and a decrease in student infraction significantly.
Budget Description	Funding Sources Local (115) Title I (332) External Grants/Foundation/In-kind(124) Budget Categories Teacher position ESP position Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses Other
Tags	Supportive and Equitable Approaches to Discipline, CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

Action steps	<ul style="list-style-type: none"> <li>• (Not started) Grade level teams will collaborate to create and implement a common BMC.  Tags: MTSS, Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> <li>• (Not started) Students will collaborate with their teachers to create classroom norms and routines/procedures (post and make visible in the classroom).  Tags: MTSS, Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> <li>• (Not started) Teachers will use the restorative best practices received during professional development.  Tags: MTSS, Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> </ul>
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# Action Plan

## Strategy 1

Teachers will collect data weekly and input the data into the ASPEN MTSS system biweekly.

Oct 01, 2020 to Jun 20, 2022 - MTSS Team and Teachers

MTSS team will review 360 entries biweekly to identify trends and provide next steps (i.e. Determine students that need extra supports, assign a check-in and check-out person and/or identify individual behavior trackers for student use) and present to admin as needed.

Sep 07, 2020 to Jun 20, 2022 - MTSS Team and Teachers

Ensure that all staff is trained on school-wide tiger traits, 360 and Aspen MTSS system during teacher institute week. Staff will receive ongoing professional development throughout the year to support development and implementation of signature strategies. Create a monitoring system to ensure that teachers are implementing SEL lessons and schedule quarterly SEL walks.

Aug 31, 2020 to Jun 20, 2022 - MTSS Team and Teachers

## Strategy 2

Every teacher will be assigned an instructional coach. Coaches will collect data and present to admin to identify a support plan (tiered and differentiated) that is appropriate for the teacher's strengths and areas of growth.

Aug 31, 2020 to Jun 20, 2022 - Teachers and Administration

Admin, and the ILT will communicate instructional priorities and and quarterly benchmarks to all stakeholders via ongoing professional developments and community events.

Aug 31, 2020 to Jun 20, 2022 - Teachers and Administration

Admin, coaches, and mentor teachers will analyze walk data to create specialized PD for teachers and guide lesson annotation and planning preparation and instructional next steps.

Aug 31, 2020 to Jun 20, 2022 - Teachers and Administration

### **Strategy 3**

Staff will implement the school wide Behavior Management Cycle with fidelity.

Aug 31, 2020 to Jun 20, 2022 - MTSS Team and Teachers

Monthly PBIS events that celebrate the students who are following school wide and classroom expectations and exhibiting the Tiger Traits 80% of the time.

Aug 31, 2020 to Jun 20, 2022 - MTSS Team and Teachers

Teachers will plan and participate in events and create in class incentives that promote joy factor and positive teacher-student relationships.

Aug 31, 2020 to Jun 20, 2022 - MTSS Team and Teachers

All staff will engage the community by creating news letters, identifying student of the month. The staff will also post (social media outlets, classroom boards and school wide student of the month board) all events and highlight the students who are following school wide and classroom expectations and exhibiting the Tiger Traits 80% of the time.

Aug 31, 2020 to Jun 20, 2022 - MTSS Team and Teachers

### **Strategy 4**

Grade level teams will collaborate to create and implement a common BMC.

Aug 31, 2020 to Jun 20, 2022 - Teachers

Teachers will use the restorative best practices received during professional development.

Aug 31, 2020 to Jun 20, 2022 - Teachers and SEL Team

Students will collaborate with their teachers to create classroom norms and routines/procedures (post and make visible in the classroom).

Aug 31, 2020 to Jun 20, 2022 - Teachers and Students



# 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.**

NWEA will identify the instructional level of each student and measure their growth over time towards the grade-level CCSS and school academic goals.

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

Dulles will implement strategies such as 1) communicating a clear, long-term vision for student academic success, 2) retaining high-quality teachers and leadership, 3) provide development that is connected to the goals and everyday teaching practice, 4) integration of technology and 5) garnering buy-in from the community

**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.**

Instructional strategies will include: 1) small group instruction, 2) differentiation & individualized learning, 3) habits of discussion, 4) cooperative learning, and 5) mindfulness practices.

**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).**

The following strategies will be used to address the needs at Dulles: 1) Social work, 2) group and one on one counseling, 3) college and career readiness, 4) restorative discipline practices

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

Teachers will have the opportunity to 1) attend network and school-level new teacher induction, 2) be appointed to the ILT and/or AUSL leadership cohort, 3) have a mentor teacher, 5) Prek - 3 will have TAs and 4-8 will have a City Year corps member as classroom support, 6) paid planning and collaboration time, 7) resources for teaching and learning, and 8) strong school leadership with and shared decision-making, and accountability systems.

**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.**

Teachers: Classroom management & signature strategies, Content standards, small group instruction, Habits of Discussion/Number Talks, and SEL; Principals: Coaching strategies; Paras: signature strategies, content standards, and SEL. Parents: Aspen, Google suites, parenting workshops, nutrition, and homework help.

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

We will incorporate strategies such as: use social media at your school to connect to parents, online advice videos, family nights, and volunteer opportunities.

**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.**

PreK to kindergarten transition strategies: dramatic play, kdg classroom visits, provide parents with a KDG readiness packet at the end of the year, share data with KDG teachers and parents, program alignment, and KDG registration night,

**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.**

Members of the ILT and CTU representatives will provide input about the school's current assessment plan. The plan will be present to the entire school team by these individuals.

**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.**

These activities will include: 1) MTSS T2 & T3 intervention - City year small group to reinforce the lesson taught by the teacher, 2) individualize tech platforms

**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.**

NA

# ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Dulles school will involve parents in school improvement by providing principal reports at monthly PAC meetings, sustaining our parent volunteer program and quarterly family events . PAC will provide parent trainings, and share our instructional priorities with parents during open house, parent teacher conferences, and during quarterly events.

**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**

Dulles school will notify all parents via letter, Robocalls, marketing in the school website, social platforms, marquee signage of the annual meeting to discuss participation in NCLB programming. Monthly PAC meetings and parent workshops throughout the year to increase parental involvement. Additionally, we will provide incentives to encourage parental involvement in workshops, training and school wide events. Title one organizational meetings will be held within the first 30 days of school reopening.

**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.**

Minutes from the PAC meetings will be given to administration team for review and immediate action. Issues will be address within seven to ten business days by presenting request and/or suggestions to the instructional leadership team and developing an appropriate plan of action. These plans of action will be presented to the PAC within the aforementioned time frame.

**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.**

Families will be informed of all curricular and assessment expectations. These include NWEA, PARCC, Anet, ISA, Neap and curriculum based assessments during BOY, MOY, EOY activities (Open house, Back to school BBQ, parent workshops, and other quarterly events)) Dulles school will notify all parents via letter, school website, and social platforms. Student performance data will be provided to families after each Benchmark Assessment (BOY, MOY and EOY). Families of students who are at risk for retention will receive data via one-to-one conference (in person/phone) and documented by a parent signature or teacher log. Quarterly parent event will include parent workshops that teach the parents how to read and understand assessment data reports (TRC/Dibels and NWEA)

**Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.**

A written correspondence will be sent home to the families of the students who are impacted. This letter will include the plan to locate a highly qualified teacher and other supports (home and school) that are put into place during this time.

**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.**

In addition to the aforementioned, Dulles will ensure that parents are notified of the grading system and the Common Core State Standards . They will understand how the tech platforms and curriculum are aligned to students achievement at Dulles and beyond. Families will understand that the criteria used to determine promote benchmark grade students and high school selective enrollment.

**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.**

Families will receive information, resources, materials and training quarterly training for social services, ELA and math programs. These programs will include but are no limited to positive discipline/child rearing techniques, self care, homework help, sightwords/high frequency words (K-3) and use technology that supports the students ELA and math development. We will use our partnerships to help create meaningful professional development and to provide incentives for parent support

**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.**

Dulles will continue to develop walk throughs, host meet and greets for parents (Open House), and parents conferences (Report Card pick-up, SEL support meetings) and use the parents desired method of communication to communicate with families. Parents are encouraged to make appointments to speak to teachers and or support staff concerning the academic and/or social emotional development fo their child(ren).

**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.**

Teachers will continue to host monthly parent events and/or trainings. In addition all families are invited to other quarterly events Family Literacy and Math Night. The teachers provide opportunities for family involvement by proving take home books and opportunities for show and tell.

**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.**

The teachers will create monthly newsletters that highlight classroom assessments, Common Core State Standards that will be taught and other incentives. A school calendar will be created and distributed by the first day of each month to every students highlighting all assessments, after school events (sports, arts), field trips, parent workshops and all other events. The events not on the calendar must be post-poned until the following month to ensure that families are informed. This information will be on the website and all social platforms.

### 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 don't have an acting LSC. We were in the process of establishing an LSC prior to the school closure.

### 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.)**

To work as a team of students, staff, families and community members to:  
Increase academic performance yearly  
Develop high achieving scholars with limitless opportunities  
Promote positive character traits that lead to meaningful contributions to the community  
Become citizens who value education as a lifelong process

**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.**

Dulles will conduct two parent teacher conferences as they are outlined by CPS. These will occur at the end of Quarter and the other one at the end of Quarter three. During these conferences teachers will provide parents with a data overview, current student performance, update contact information and ways to provide support for the student learners (struggling, on grade level and those students who are exceeding grade level). Addition conference are recommended for students who are struggling in the academics and/or social emotion learning.

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

All parents will receive official notification as outlined by CPS. This will occur eight times per year, report card distribution (tenth week of each quarter) and progress reports (fifth week of each quarter). Parents will be trained on how to access Parent Portal in order to monitor students progress through the year.

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

Parents are encouraged to make appointments with teachers/staff/administration and/or social emotional team to discuss and plan for their students. These meetings should occur before and after school and during preparation periods. Additionally, parents can communicate with teachers via Classroom Dojo, phone calls, and email.

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

Dulles will continue and strengthen our current parent volunteer programs along side our supporting partners. We will share information outlining both volunteer opportunities and how to volunteer during all BOY activities (Back to school BBQ, Open House and Report Card pickup). New parents volunteers must completed the CPS forms, background check and Dulles specific training. These volunteering opportunities may occur in classes that are not assessing, extra curricular activities and on field trips.

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

Expectations around academics and attendance in addition to school wide goals will be shared BOY. Parents will call if their student is tardy and send a letter the following day for absences. Parents are encouraged to contact teachers with questions, for help and/or with concerns via email, Classroom Dojo, and phone calls. Dulles will provide monthly and weekly attendance updates. Families of the students with chronic tardy issues will be required to attend a meeting with stakeholders to develop a plan of

action to support the family and improve attendance. Teachers will communicate with the families of students who are not completing homework regularly. Parents will sign up for Parent Portal and to receive email alerts from tech platforms to monitor their student(s).

**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 will complete the My Voice My Survey and have discussions during Parent Advisory Council meetings. During the PAC meetings parents can voice concerns about issues pertaining to curriculum and assessments. These concerns will be discussed during the Instructional Leaders Team meetings and a plan of action will be identified to ensure maximum student success. These solutions will then be introduced to the PAC for review and to the staff for implementation. Parent meetings with stakeholders are encouraged for families of students who need additional support.

**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 message a clear, constant consistent message outlining the relationship between attendance and achievement. Classrooms will be highlighted that are meeting the goal collectively as well as individual students. Recognition for attendance, positive attitude and academic achievement will happen daily, weekly and monthly via school wide announcements, social medial platforms, school wide assemblies and bulletin board displays. Classroom teachers will host classroom level incentives and have data conversations with the students who are not meeting classroom and/or personal goals. They will identify next steps and create a personalized plan with the students.

**Parent Budget (Complete)**

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**

Goal: Our goal is to create a partnership between parents and educators who strive to enhance student learning and enrich the lives of the students within the school.

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
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<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$508.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$2000.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$300.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$300.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$500.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$750.00