

# Morton School of Excellence 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/24/2020	Jennifer Stratmann, Raaven Daniels, DeJernet Farder, Carnita McCray	CIWP & Student Assessment

## Framework

### Category scoring

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

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.

- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** ILT does an excellent job of identifying challenges and working to create productive solutions. We can improve by having more consistency in attendance and in reviewing the progress of previous ILT-inspired actions.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 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:** There are opportunities for professional learning throughout the building (PLCs, clusters, peer walkthroughs, coaching, etc.), however, implementation is inconsistent across grade bands and content areas.

## 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** Morton has an academically rigorous core curriculum in both literacy and math across all grade levels and there are strong expectations around consistent implementation of this curriculum. We can improve by increasing the number of strategic resources for differentiated instruction in small groups, as well as social emotional learning opportunities.
- 3 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 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
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Morton has an academically rigorous core curriculum in both literacy and math across all grade levels and there are strong expectations around consistent implementation of this curriculum. We can improve by increasing the number of strategic resources for differentiated instruction in small groups, as well as social emotional learning opportunities.
- 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
  - 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Morton has an academically rigorous core curriculum in both literacy and math across all grade levels and there are strong expectations around

consistent implementation of this curriculum. We can improve by increasing the number of strategic resources for differentiated instruction in small groups, as well as social emotional learning opportunities.

- 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)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 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)
- 2 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)
- 2 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Student tasks and student work are examined for rigor and connections to standards. However, this is not happening consistently across all grade levels and content areas.
- 2 - Transitions, College & Career Access, & Persistence
  - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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:** Morton does a good job of preparing our middle school students for high school selection and postsecondary opportunities. However, we can improve awareness of these processes in the lower grades.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Though there is generally a tone of warmth and caring throughout the school community, teachers need more support in supporting students who have

experienced high levels of trauma. AN increased focus on social emotional learning will also help to improve student-student interactions and relationships.

- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Though there is generally a tone of warmth and caring throughout the school community, teachers need more support in supporting students who have experienced high levels of trauma. AN increased focus on social emotional learning will also help to improve student-student interactions and relationships.
- 2 - Physical and Emotional Safety
  - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 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)
  - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Adults at Morton strive to create a space where students feel safe physically and emotionally. We have clear procedures in place for responding to safety concerns, and transitions tend to be orderly throughout the building. Staff can improve in the areas of reinforcing clear behavioral expectations for all students, not just our own classrooms and on having systems for using restorative practices as opposed to punitive practices for disciplinary issues.
- 2 - Supportive and Equitable Approaches to Discipline
  - 3 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)
  - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Adults at Morton strive to create a space where students feel safe physically and emotionally. We have clear procedures in place for responding to safety concerns, and transitions tend to be orderly throughout the building. Staff can improve in the areas of reinforcing clear behavioral expectations for all students, not just our own classrooms and on having systems for using restorative practices as opposed to punitive practices for disciplinary issues.
- 2 - Family & Community Engagement
  - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- 2 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)
- 2 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
- 2 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:** Morton works to engage parents by communicating student progress, hosting evening activities like Family STEM night, and supporting families who need specialized support by connecting them to community resources and offering help within the school (e.g. the work with the attendance team has been a bright spot over the past year). We can increase our capacity in each of these areas and can provide more opportunities for parents to have a voice in and engage in the school community (e.g. volunteering and parent nights).

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	5
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	4
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	2
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Relational Trust	3

# 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.

## 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)  Because it most identifies the effectiveness of engagement	Overall		47.00	49.00
	African American		44.00	46.00
Vision: Attendance Rate  Measures our student and family impact	Overall		96.00	97.00
	African American		96.00	97.00
Vision: NWEA Attainment G2 (Reading)  Because it most identifies the effectiveness of engagement	Overall		35.00	40.00
	African American		35.00	40.00
(Blank)				
(Blank)				



## 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> Goal is well organized				5.00	5.00

## Custom metrics (0% complete)

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

## Strategies

### Strategy 1

If we do...	develop and implement a strategic plan during the summer to address social/emotional concerns in creating opportunities for students to clarify their sense of positive purpose and develop social and emotional learning skills to support their purpose. Additionally, provide opportunities to engage in social action.
Then we see...	Students and teachers engaging proactively to resolve social/emotional concerns. Resources such as B.A.M being utilized to assist with students in grades 6-8 in developing those coping skills/strategies.
which leads to...	fewer disciplinary referrals, academic achievement, student empowerment.
Budget Description	Find and share resources for creating a healthy school culture during the summer in an effort to develop a strategic plan to implement during the fall.
Tags	OSEL: Supportive and Equitable Discipline Practices
Action steps	<ul style="list-style-type: none"> <li>(Not started) Find and share resources for creating a healthy school culture during the summer in an effort to develop a strategic plan to implement during the fall.</li> </ul> <p>Tags:Relational Trust</p>

### Strategy 2

If we do...	create school wide small group and center norms for all students and teachers. Create a small group/center protocol, expectations, guide on "how-to" conduct and implement
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	small groups. Protocol and expectations may vary from Primary, Intermediate, and Middle School.
Then we see...	a unified approach to the roll out and implementation of centers/small groups. Progress monitoring and RIT group movement.
which leads to...	improvements in reading and math growth and/or attainment. Teacher confidence and growth.
Budget Description	Outside resource coordination
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> <li>(Not started) Create a schedule for soft small group roll outs. Within the schedule allow time for teacher/coach modeling of roll out for implementation and peer feedback.</li> </ul> <p>Tags: Leadership for Continuous Improvement</p>

**Strategy 3**

If we do...	Create an environment for student to student discourse.
Then we see...	Purposeful student discourse.
which leads to...	increased academic vocabulary and improved writing skills.
Budget Description	We will use our existing curriculum and Network professional development
Tags	Relational Trust
Action steps	<ul style="list-style-type: none"> <li>(Not started) Create a list of open ended questions that will cultivate an environment for student classroom discussions.</li> </ul> <p>Tags: Relational Trust</p>

**Action Plan**

**Strategy 1**

Find and share resources for creating a healthy school culture during the summer in an effort to develop a strategic plan to implement during the fall.

Jun 08, 2020 to Jul 21, 2020 - Principal and IL

**Strategy 2**

Create a schedule for soft small group roll outs. Within the schedule allow time for teacher/coach modeling of roll out for implementation and peer feedback.

Jun 03, 2020 to Dec 10, 2020 - Principal and ILT

### Strategy 3

Create a list of open ended questions that will cultivate an environment for student classroom discussions.

Jun 22, 2020 to Oct 22, 2020 - Principal and ILT

## 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.**

Every Summer our ILT reviews data and develops a school wide comprehensive plan with the input of students, parents and community members.

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

Our school will provide a high quality curriculum for all students in a reflective and supportive environment. In addition to planning and delivering a standards-based, student-teacher centered curriculum, we will provide academic support in before and after-school tutoring for all students.

**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.**

Our school will provide a high quality curriculum for all students in a reflective and supportive environment. In addition to planning and delivering a standards-based, student-teacher centered curriculum, we will provide academic support in before and after-school tutoring for all students.

**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).**

Our school will provide a high quality curriculum for all students in a reflective and supportive environment. In addition to planning and delivering a standards-based, student-teacher centered curriculum, we will provide academic support in before and after-school tutoring for all students.

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

Our school has a teacher lead team of staff members who create our yearly recruitment plan and use it to guide interactions and recruitment of prospective teachers. This plan is based on research regarding what teachers look for in new schools.

**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.**

Our school will provide a high quality curriculum for all students in a reflective and supportive environment. In addition to planning and delivering a standards-based, student-teacher centered curriculum, we will provide academic support in before and after-school tutoring for all students.

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

Annual and quarterly family literacy nights support parents as they determine how to best to support their children at home and at school. These programs provide parents with needed resources.

**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.**

We have a plan for monthly and weekly parent virtual meetings to help support mastery of new student content and lead to the improved student long term outcomes.

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

We have a teacher leadership team that meets on a bi-weekly basis consistently.

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

We have literacy intervention and grades (k-2) and intermediate and upper grades.

**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.**

We have partnerships with the Salvation Army and other vendors as well as teacher advanced level trauma training.

## 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.**

Parents/Guardians will have the opportunity to jointly periodically review and revise our NCLB, Title I school parental involvement plan and policy, as well as participate in our school review and improvement process, through our Parent Advisory Council(PAC), which meets monthly.

**The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school**

**PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting**

This will be accomplished through our annual open house meeting that is held at the beginning of the school year. In addition, each grade level also hosts a special parent meeting designed to introduce parents to what is going on in their child's classroom. Additionally, more opportunities will be provided through our monthly LSC/PAC meeting that will provide a variety of workshops for parents as well. Parents/Guardians are informed of our monthly PAC meetings in several ways: monthly news letters sent home with students, phone calls made each month, and half sheet reminders sent home with students and mailed.

**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.**

This will be provided through our monthly LSAC/PAC meetings that will also provide a variety of workshops for parents as well. Parents/ Guardians are informed of our monthly PAC meetings in several ways: monthly news letters sent home with students, phone calls made each month, and half sheet reminders sent home with students and mailed in some cases.

**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.**

This will be accomplished by mailing the information to parent/guardians, as well as sharing a copy with them at the Report Card Pick-up Day, when assessment results were received.

**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.**

This will be accomplished by mailing a letter of notification home to parents/guardians.

**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.**

This will be accomplished through our annual open house meeting that is held at the beginning of the school year. In addition, each grade level also hosts a special parent meeting designed to introduce parents to what is going on in their child's classroom. Additionally, more opportunities will be provided through our monthly LSC/PAC meeting that will provide a variety of workshops for parents as well. Parents/Guardians are informed of our monthly PAC meetings in several ways: monthly news letters sent home with students, phone calls made each month, and half sheet

reminders sent home with students and mailed in some cases.

**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.**

This will be accomplished through our annual open house meeting that is held at the beginning of the school year. In addition, each grade level also hosts a special parent meeting designed to introduce parents to what is going on in their child's classroom. Additionally, more opportunities will be provided through our monthly LSAC/PAC meeting that will provide a variety of workshops for parents as well. Parents/Guardians are informed of our monthly PAC meetings in several ways: monthly news letters sent home with students, phone calls made each month, and half sheet reminders sent home with students and mailed in some cases.

**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.**

Faculty/Staff will receive training on how to work with parents/guardians both in the summer and at least once a quarter during the school year. Additionally, faculty/staff who need individual coaching and conferencing and partnering with parents/guardian will be provided by the administrator who is directly responsible for them.

**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.**

This will be accomplished through our annual open house meeting that is held at the beginning of the school year. In addition, each grade level also hosts a special parent meeting designed to introduce parents to what is going on in their child's classroom. Additionally, more opportunities will be provided through our monthly LSC/PAC meeting that will provide a variety of workshops for parents as well. Parents/Guardians are informed of our monthly PAC meetings in several ways: monthly news letters sent home with students, phone calls made each month, and half sheet reminders sent home with students and mailed in some cases.

**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.**

This will be accomplished through our annual open house meeting that is held at the beginning of the school year. In addition, each grade level also hosts a special parent meeting designed to introduce parents to what is going on in their child's classroom.

Additionally, more opportunities will be provided through our monthly LSAC/PAC meeting that will provide a variety of workshops for parents as well. Parents/Guardians are informed of our monthly PAC meetings in several ways: monthly news letters sent home with students, phone calls made each month, and half sheet reminders sent home with students and mailed in some cases.

### Policy Implementation Activities

**The LSC will approve the school improvement plan and monitor the CIWP.**

**In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.**

**The school will coordinate the parent and family engagement programs identified in the CIWP.**

**The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.**

**Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)**

N/A

### School-Parent Compact (Complete)

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**

Our school will provide a high quality curriculum for all students in a reflective and supportive environment. In addition to planning and delivering a standards-based, student-teacher centered curriculum, we will provide academic support in before and after-school tutoring for all students.

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

Parent-teacher conferences are held two times a year at report card pick-up days. In addition to these scheduled conferences, teachers will request and hold parent-student-teacher conferences, teachers will request and hold parent-student-teacher conferences on an as-needed basis, and parent/guardians may request the same at any time.

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



Progress reports are sent home to parents each quarter. The school send these progress reports home with students. In addition, the school uses a software program called Grade book, where parents have a user ID and password so they can access their child's grades "live" at any time, and where students and staff can do the same.

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

Parents have access to staff during staff members' preparation periods, before school, and after-school, provided an appointment has been made. If a parent is unable to meet a staff member at any of these times, efforts are made to provide class coverage so that staff members may be available for parent meetings.

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

Parents are encouraged to volunteer and participate, and even to observe, classroom activities. Our policy is to ask parents to notify the school of their intention to do any of the above activities so we may best accommodate them.

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

Parents are encouraged to assist in their children's learning by monitoring attendance, ensuring homework completion, and checking Gradebook.

**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 participate in decisions affecting the education of their children through our parent advisory council (PAC). The PAC meets every first of the month on Wednesday and works on various activities to support the schools mission.

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

Students are expected to share responsibility for their academic achievement through exemplifying the characteristics of the Learner's Life: commitment, compassion, integrity, and reflection.

## **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.**

Our specific goal is to provide parents with necessary tools needed to support their children academically and emotionally with their school experience. We will provide parents with this experience via workshops, collaborative meetings and guest presenters. Parents will be introduced student curriculum and methods they may use to support students during their parent meetings and workshops.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<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.	\$300.00
<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.	\$200.00
<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.	\$200.00
<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)	\$300.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$200.00
<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.	\$0.00
<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.	\$200.00
<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 by used only by parents.	\$0.00