

Lyman A Budlong Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Naomi Nakayama	Principal	nlnakayama@cps.edu	Has access
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Nicole Cesario	Instructional Coach	nrwhite@cps.edu	Has access
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Michelle Daly	Bilingual Lead Teacher	mmdaly1@cps.edu	No Access
Ellie Salky	Kindergarten Teacher	esalky@cps.edu	No Access
Stephanie Paul	4th Grade Teacher	spaul3@cps.edu	No Access
Maria Kossick	7th Grade Teacher	mckossick@cps.edu	Has access

Team Meetings

Date	Participants	Topic
11/08/2019	School Improvement Day (Pk-8 teachers, SECAs, Aides)	Review CIWP 2018-2020, discuss SEF and new priorities
01/13/2020	Nakayama, Bruno, Cesario, Kossick	Review priorities
02/21/2020	Nakayama, Cesario, Salky, Paul, Martin, Daly	Analyze root cause of 3 priorities
04/01/2020	Nakayama, Bruno, Cesario	Review root cause of priorities and set goals
04/17/2020	Nakayama, Bruno, Cesario, Martin, Daly	Theory of Action
09/21/2020	Pk-8 Teaching Staff (Flex Day)	Goal Setting
10/26/2020	Pk-8 Teaching Staff (Flex Day)	Progress monitoring action steps
12/14/2020	Pk-8 Teaching Staff (Flex Day)	Progress monitoring action steps and goal setting

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Capitalize on leadership skills of others to enable staff to take on roles that support school mission, vision, and goals.
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Progress monitor leadership moves to ensure that topics and professional learning is effective.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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:** Continue topic of progress monitoring for weekly grade level PLCs and incorporate discussion on pacing and student mastery of standards through data analysis. Continue to encourage and set up structures that allow grade levels to collaborate vertically to align scope and sequence and problem solve around gaps in learning (PSP) and extensions (T1+). Continue conversation around the incorporation of SEL in daily instruction and continue to encourage teams to connect with individual student's prior teachers to learn more about successful supports provided to individual learners.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Continue topic of progress monitoring in weekly grade level PLCs and increase discussion around differentiated assessment to appropriately progress monitor tiered instruction. Continue to discuss school-wide instructional priority of 3e so that teachers increase understanding and ability to plan for and effectively practice impromptu adjustments based on student performance.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 3 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
- 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
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Progress monitoring in place school wide and consistent, assessments aligned to standards and same across classrooms, aligned with curriculum, focusing on monitoring growth for our EL students and implementing standards based grading and assessments that are differentiated
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)

- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 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)
- 3 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)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Continue to discuss PSP at monthly grade level PLC and increase focus on T2 and T1 MTSS. Continue to discuss and monitor T1 SEL implementation of Morning Meeting, Second Step, and Calm Classroom. Continue to communicate how BHT can support individuals by encouraging teachers to write referrals for students that demonstrate social emotional needs that exceed T1 resources. Begin having conversation in PLC regarding family communication for students that are receiving academic T3 intervention or are T2 status to increase partnership and school-to-home support. Leadership team beginning conversation on how to adjust PLC topics to focus on MTSS as a whole (T1+, T1, T2, T3, DL, and EL) to best support students in all tiers.
- 4 - Transitions, College & Career Access, & Persistence
 - 4 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
- 4 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:** Counselor supports students in completing Naviance and goal setting, school visits and resources come to the school to Q&A with students

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Teachers collaborate regularly, 5 essentials trust among teachers increased, promote reflective thinking with students and restorative conversations
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** politics and civic life built into the curriculum and Global Ed. Leadership team developed by middle schoolers
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** SEL focus in classrooms with community building, T1 Second Step, BHT team continuous work for T2 and T3 supports
- 4 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)

- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Continue to communicate how BHT can support teachers and individual students that need additional social-emotional support. BHT will continue to work with individual teachers and grade levels to build teacher capacity in understanding student behavior and how to respond effectively.
- 4 - 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Continue to encourage and guide teachers in communicating effectively with families regarding students academic and social-emotional standing.

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	MTSS: Problem Solving Process (T3 Intervention), SEL (T1-T3)
Root Cause 1	<ul style="list-style-type: none"> *Lack of parent engagement for students that are receiving T3 interventions through the school-wide problem solving process *Inconsistent use of research-based interventions *Inconsistent progress monitoring data documented in ASPEN MTSS *Inconsistencies in T1 SEL implementation *Lack of BHT involvement and/or implementation of BHT recommendations *Lack of experience with problem-solving process protocol by teachers new to Budlong *Lack of collaboration among teacher teams and families in sharing effective strategies to meet social/emotional needs of learners
Area of Critical Need 1	Instruction: Tiered instruction (planning, implementation, reflection)
Root Cause 2	<ul style="list-style-type: none"> *Lack of planning for effective tiered instruction (analyzing data to create appropriate groups, planning for scaffolds, and pre-planning for and making impromptu

	adjustments during instruction) *Lack of collaboration among teacher teams in sharing effective scaffolds and resources *Lack of data collection and analysis and planning for T2, T1, and T1+ learners (reflection) *Inconsistent planning between co-teacher teams to implement effective co-teaching models and tiered instruction
Area of Critical Need 3	Balanced Assessment & Grading: Tiered assessments, alignment, grading progress monitoring
Root Cause 3	*Inconsistent use of school-wide progress monitoring systems (math and reading iXL, Unity, and Pearson Realize) *Lack of tiered formative assessment to monitor effectiveness of tiered instruction *Inconsistent alignment between instruction and assessment (standards based instruction, assessment, and grading) *Inconsistent accessibility for DL, EL, T3 to demonstrate knowledge of learning

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 Attainment G2 (Math)	Overall		90.00	95.00
Moved to departmentalized model SY19-20	Latinx		80.00	90.00
Vision: NWEA Attainment G2 (Reading)	Overall		90.00	95.00
Moved to departmentalized model SY19-20	Latinx		85.00	90.00
Vision: NWEA Growth G3-8 (Math)	Overall		80.00	90.00
Moved to departmentalized model in 4th and 5th grades SY 19-20 Focus on tiered instruction in PLCs (growth) for T1+-T3s and DL	Students with IEPs		75.00	80.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading)	Overall		80.00	90.00
	Moved to departmentalized model in 4th and 5th grades SY 19-20 Focus on tiered instruction in PLCs (growth) for T1+-T3s and DL	Students with IEPs	70.00	75.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS (Blank)	Overall		50.00	60.00
	Latinx		50.00	60.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Focus on student survey due to outcomes in SY18-19, see August PD (push for T1 SEL)				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...	effective collaboration among grade level and departmentalized teams to create standards based grade level and tiered assessments, collect data, and analyze data
Then we see...	progress in knowing what our student need to be successful, intentional planning for scaffolds, planning for responsiveness, and the use of effective co-teaching models (DL and EL)

which leads to...	increase of student growth on MAP, curriculum based assessment, and students "on-track"
Budget Description	Instructional coaching, PLC and professional learning topics, intentional scheduling for common planning
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring, ODLSS: Instructional Quality
Action steps	<ul style="list-style-type: none"> (Completed) The small group lesson plan template for SY20-21 will be modified by ILT in collaboration with grade level teams. Tags:Instruction (Completed) PLC cycles will reflect the CIWP priorities: instruction, grading/assessment, and MTSS (academic and SEL). Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams (On-Track) Teachers will participate in vertical and horizontal collaboration to problem solve and share effective scaffolds and resources for groups of students and individual learners. Tags:MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Teacher Teams (On-Track) Co-teacher teams will plan, implement, and collect data on various co-teaching models to effectively differentiate instruction and expose priority groups of students to challenging and complex content. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation

Strategy 2

If we do...	allow multiple pathways for students to demonstrate understanding on standards based assessment via school-wide curricula
Then we see...	an increase of using school-wide curricula and progress monitoring tools (iXL) with fidelity
which leads to...	alignment between instruction and assessment and fair, accurate, and consistent grading systems
Budget Description	Continued use of iXL, Unity, Bridges, Springboard, Pearson Realize, etc. and research on other curriculum and progress monitoring tools for Sci/SS, PLC and professional learning topics, and tech.

Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	<ul style="list-style-type: none"> (On-Track) Teachers will create and/or access current assessment tools (Bridges/Unity, Pearson Realize) to assess tiered groups with standards that align to the tiered instruction. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Completed) The ILT in collaboration with grade level teams will determine universal categories and weights in grade book to build consistency across grade levels. <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> (Behind) Gradebook will reflect Common Core State Standards for every assignment/assessment posted in grades 1-8. <p>Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> (Behind) The Dashboard On-Track report will be accessed during PLC to discuss and problem solve around students that are off-track. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring</p>

Strategy 3

If we do...	increased teacher training around T1+-3 tiered instruction (PD and PLC) and social-emotional learning (BHT)
Then we see...	continued professional conversation on research based academic/social-emotional intervention, extension, and parent engagement
which leads to...	academic tiered movement (PSP and LPs), consistent implementation of classroom based SEL (Morning Meeting, Second Step, Calm Classroom,BHT), and increased parent involvement via parent portal and conferences
Budget Description	PLC and professional learning topics, instructional topics, parent outreach (LSC, BAC, PAC)
Tags	MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, OSEL: SEL Instruction, OSEL: Supportive Classroom

	<p>Environment, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Tailored Learning/Differentiation</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (On-Track) 100% of the teaching staff will obtain their ESL endorsement.</p> <p>Tags:Instruction, OLCE</p> <p>• (On-Track) Teachers will log intervention, progress monitoring data, and parent communication in ASPEN for all students in the Problem Solving Process on a weekly basis.</p> <p>Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <p>• (On-Track) Professional learning on the Problem Solving Process will take place 3x/year during School Improvement Days and through conversation in PLC.</p> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership</p> <p>• (On-Track) The Behavioral Health Team will host professional learning 3x/year during School Improvement Days and through conversation in PLC to build teacher capacity in successfully supporting student social-emotional/behavioral needs in the classroom.</p> <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <p>• (Behind) The Behavioral Health Team will forge relationships with community agencies that can support the mental health needs of our students and families.</p> <p>Tags:OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <p>• (On-Track) The Behavioral Health Team will conduct quarterly walk-thrus to progress monitor the mandated tier 1 SEL instruction (Second Step, Morning Meeting, and Calm Classroom) and provide supports to teachers where needed.</p> <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p>

Action Plan

Strategy 1

Completed Dec 28, 2020

The small group lesson plan template for SY20-21 will be modified by ILT in collaboration with grade level teams.

Sep 07, 2020 to Oct 05, 2020 - ILT & Grade Level Teams

Completed Dec 28, 2020

PLC cycles will reflect the CIWP priorities: instruction, grading/assessment, and MTSS (academic and SEL).

Sep 07, 2020 to Jun 18, 2021 - Administration

On-Track Dec 28, 2020

Teachers will participate in vertical and horizontal collaboration to problem solve and share effective scaffolds and resources for groups of students and individual learners.

Sep 07, 2020 to Jun 17, 2022 - Teachers

On-Track Dec 28, 2020

Co-teacher teams will plan, implement, and collect data on various co-teaching models to effectively differentiate instruction and expose priority groups of students to challenging and complex content.

Sep 07, 2020 to Jun 17, 2022 - Teachers, coaches, admin

Strategy 2

On-Track Dec 28, 2020

Teachers will create and/or access current assessment tools (Bridges/Unity, Pearson Realize) to assess tiered groups with standards that align to the tiered instruction.

Sep 07, 2020 to Jun 18, 2021 - Teachers, coaches, admin

Completed Dec 28, 2020

The ILT in collaboration with grade level teams will determine universal categories and weights in grade book to build consistency across grade levels.

Sep 07, 2020 to Jun 18, 2021 - ILT & Grade Level Teams

Behind Dec 28, 2020

Gradebook will reflect Common Core State Standards for every assignment/assessment posted in grades 1-8.

Sep 07, 2020 to Jun 17, 2022 - Teachers, coaches, & admin

Behind Dec 28, 2020

The Dashboard On-Track report will be accessed during PLC to discuss and problem solve around students that are off-track.

Sep 07, 2020 to Jun 17, 2022 - Admin

Strategy 3

On-Track Dec 28, 2020

100% of the teaching staff will obtain their ESL endorsement.

Sep 07, 2020 to Jun 17, 2022 - Teachers, ELPT, Admin

On-Track Dec 28, 2020

Teachers will log intervention, progress monitoring data, and parent communication in ASPEN for all students in the Problem Solving Process on a weekly basis.

Sep 07, 2020 to Jun 17, 2022 - Teachers, coaches, Admin

On-Track Dec 28, 2020

Professional learning on the Problem Solving Process will take place 3x/year during School Improvement Days and through conversation in PLC.

Sep 07, 2020 to Jun 17, 2022 - Teachers, coaches, Admin

On-Track Dec 28, 2020

The Behavioral Health Team will host professional learning 3x/year during School Improvement Days and through conversation in PLC to build teacher capacity in successfully supporting student social-emotional/behavioral needs in the classroom.

Sep 07, 2020 to Jun 17, 2022 - BHT

Behind Dec 28, 2020

The Behavioral Health Team will forge relationships with community agencies that can support the mental health needs of our students and families.

Sep 07, 2020 to Jun 17, 2022 - BHT

On-Track Dec 28, 2020

The Behavioral Health Team will conduct quarterly walk-thrus to progress monitor the mandated tier 1 SEL instruction (Second Step, Morning Meeting, and Calm Classroom) and provide supports to teachers where needed.

Sep 07, 2020 to Jun 17, 2022 - BHT

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.

At the start of each school year administration leads the staff through a data review of Spring MAP results. During this review, teachers work in grade level teams to analyze data and set team and individual instructional goals that relate to the school-wide instructional priorities (CIWP). During weekly grade level team meetings and REACH conversations, administration and teachers continuously discuss student growth by analyzing relevant data and instructional goals. After middle of year MAP testing, this process repeats so that teachers are constantly setting new goals that impact student achievement.

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

During weekly grade level meetings, the Multi-tiered Systems of Support (MTSS) Problem Solving Process (PSP) is discussed every 3 weeks. The PSP is for students that are performing in the bottom 10% of the grade level in comparison to national standards or for students performing in the bottom quarter of the class based on curriculum based assessments. Teachers use the Budlong Problem Solving Protocols to develop a formal intervention plan that includes target skill, intervention tool, progress monitoring tool, and calendar to track to data. Teachers then transfer this information to the ASPEN MTSS logging tool. Additionally, administration and teachers discuss student growth of students in "tier 1, 2, and 1+" during the other weekly grade level meetings. The goal is for all students to show growth no matter what tier they are performing in.

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 weekly grade level team meetings follow the cycle of: Instruction, Grading and Assessment, and MTSS (CIWP priorities), which guides conversation around instructional strategies that impact student growth. Every week we review relevant data and problem solve for students not making expected growth. Most of teachers have their ESL endorsement to meet the needs of the ELL population. Our Diverse Learners Team works closely with the school case manager to strengthen co-teaching models, build resources, and develop strong Individualized Education Plans (IEPs). Our Bilingual Lead Teacher offers PD, shares

resources, co-teaches, and runs daily newcomer groups for students that year 0 or 1 English proficiency to build language and community.

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).

Teachers in grades Pk-8 lead tier 1 social emotional learning on a daily basis which includes daily morning meeting, 2 times per day Calm Classroom, and once per week Second Step lessons. We spent the first two weeks of the 19-20SY to build relationships with students before jumping into the formal curriculum. Our school Behavioral Health Team (BHT) intakes teacher referrals for students that exhibit needs that exceed the tier 1 SEL. The BHT meets with teachers, completes student observations, and determines an appropriate intervention for the individual student which can be additional classroom based supports or tier 2/3 intervention. The tier 2/3 interventions can include an adult "checker" in the Check-in/Check-Out program, an adult mentor, group services with a BHT member, individualized behavior chart, or individualized counseling with the school counselor or community agency. The middle school team hosts high school meetings during school for students and after-school for families. The school counselor also coordinates a high school fair and works 1:1 with students and families to apply for high school. The middle school team also coordinates multiple field trips to visit nearby universities.

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

All positions are posted on the CPS careers portal and are also shared with local universities to post. Budlong administration is also in contact with the CPS Talent office to receive "early offer" candidate's resumes and collaborates with ODLSS and OECE when relevant positions are vacant. The Budlong interview process most often 3 rounds which is a combination of phone conference, in-person conversation, written responses, and demo lessons when possible. The process includes administration and teams of teachers that the candidate would be working with.

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.

School-wide professional development takes place several times a year and on a weekly basis through grade level team meetings. The Instructional Leadership Team develops needs assessments via walk-thrus, conversations, and data review to determine PD topics. Administration in collaboration with ILT, BHT, and the PPLC lead PD throughout the year. Parents are given PD information at monthly PAC and BAC meetings and are also invited to attend parent ESL classes and other PD led by the school counselor and/or case manager.

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

Increase attendance at PAC, BAC, LSC, and FOB meetings to build approved volunteers and assistance with school-wide events. Promote parent portal, curriculum night, report card pick up, and other family events such as literacy and science night.

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.

Budlong preschool teachers collaborate often with the kindergarten team. The teams together host family literacy night, Kindergarten night, and Pk/K orientation at the start of the school year. The teacher teams work together to discuss state standards and curriculum based expectations to develop a scope and sequence for students that are retained from Pk to Kindergarten. Budlong leadership also hosts school tours every Friday for parents that are interested in our Pk/K programs.

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

Budlong school uses multiple measures of assessment throughout the school year and discuss the data the assessments provide on a weekly basis at grade level meetings. Teachers use formative and summative curriculum based assessments as well as iXL for progress monitoring. The MAP assessment is taken 2x per year, in the middle and end of the year, in grades K-8. The BAS reading assessment is taken 3x per year, beginning, middle, and end, in grades K-1. Other state mandated assessments, such as PARCC and ISA are taken 1x per year. The ACCESS assessment is given to students that qualify for the ELL program 1x per year. Data from these assessments are reviewed in weekly grade level meetings and during school-wide professional development days to guide instructional priorities, set goals, and reflect.

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.

As stated previously, teachers in grade Pk-8 follow the Problem Solving Process via the Budlong Problem Solving Protocols. Students in this process receive 1:1 intervention daily and are assessed weekly to monitor progress towards goals and determine next steps in learning. Budlong school engages in MTSS where students at all levels are provided supports and resources to further challenge, support, and extend learning so that all students make growth.

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.

Budlong has many unique programs that are offered throughout the school year, these programs include: Small Bites, Purple Asparagus, Mission Propelle, Girls in the Game, CHIME, and Out-of-School Time which includes 40+ course offerings led by our own staff. The Behavioral Health Team is always working to build partnerships with community agencies to offer mental health supports and services to our families. School based staff also offer after-school workshops for parents and families as topics arise in the media and among our student population.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations,

such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Budlong School is receiving Title I funds for the 2020-2021 school year. We currently have a Parent Advisory Council (PAC) which meets monthly to review the Title I budget and receive training. The parents of students under Title 1 funds attend these meetings in order to receive training and offer input on Title 1 programs in terms of review and improvement.

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

The Title 1, Part I annual meeting and the organizational meeting date is TBA. At this meeting, parents will be informed of the school's Title I program and will be able to offer input on what they would like in terms of program offerings and services. Title I requirements and parents' rights to be involved will be shared. Additional meetings will be held in conjunction with school assemblies, BAC meetings, LSC Meetings, and FOB meetings on a monthly basis. Notices of meetings are posted on the website calendar, on the marquee and "vegas" sign, and will be sent home in a variety of languages to fully inform our many bilingual parents.

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.

Information about our Title I program will be generated to parents in a timely manner: by monthly PAC meetings and at regular parent-teacher conferences. Parents will be given ample notice of the meeting dates and times. Handouts about the Title I program will be provided to parents. Workshops and speakers will also be provided as often as possible to our parents. Parents who attend the PAC meetings are given opportunities to give suggestions or make recommendations on the services, materials and programs that their child receives during the school day or after school. The school will respond in a timely manner to any suggestions or requests made by parents.

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

Parents receive a copy of their child's performance on the MAP reading and math assessment as well as other data from curriculum based assessments across content areas. During report card pick-up and scheduled parent teacher conferences, teachers review data, grades and other important information regarding each student's individual progress on CCSS and grade level expectations. Parents receive a copy of their child's MAP data at least once a year, however, parents can request data at any time. Parents are encouraged to sign-up for parent portal which allows parents to access standards based grades in all content areas.

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.

Budlong strives to hire and retain staff that meet highly qualified criteria for the content areas in which they teach. Budlong encourages teachers to have endorsements and certificates in multiple content and specialized areas to best service all learners. Budlong leadership shares information from Universities that offer "fast-track" programs to receive ESL and/or LBS1 endorsements and also Universities that partner with CPS to offer reduced tuition.

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.

At the annual Title I Informational Meeting in the fall, state and district assessments are discussed to inform parents of content standards and grade level achievement standards. During the informational meeting, requirements of Title I will also be distributed and discussed. Parent training will be offered and encouraged throughout the year. This training is relevant during annual curriculum night and report card pick up, but also during science, math and literacy nights. Teachers work with parents on how to access the parent portal to monitor their child's grades and how they can best support their child at home in literacy and math based on their child's individual academic level. The Budlong instructional coach also offers families to rent materials from the school "lending library" to work with their children at home on specific reading and math skills.

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.

Funds are available in the school's Title I budget which provides funding for parents to attend conferences and workshops. These funds can also be used to obtain subscriptions, supplies and resources that provide literacy training through technology and other resources. PAC monthly meetings are also used for presenters to provide more information and training on topics that can help parents teach/help their children at home with academics/homework. PAC meetings are used to increase parent involvement and include parents as instructional partners.

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.

Administration and staff work together in communicating with families to best support all students. Teachers at multiple grade levels invite parents into their rooms at the beginning of the year to build rapport at the start of the year. Teachers encourage parents to volunteer in the classroom and participate in field trips and after school events to build ties with parents and home to school connections for students. Curriculum night and report card pick up days are supportive in building working relationships with parents as teachers can work with parents as partners in the instructional process. Budlong utilizes approved parent volunteers to support the school during events where extra support is needed. This allows parents to feel part of the school community and build connections with all staff. In the 2019-2020 school year, all teachers at every grade level began using the Remind or Class Dojo app to have efficient and constant communication with their families. These apps also allow messages to be translated in a variety of languages.

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

Preschool For All parents can participate fully in classroom activities and field trips after going through the CPS volunteer process. Parents receive monthly newsletters on a variety of educational topics. Some of these are also available through our website and staff web pages. Links are also provided on our website to various online educational programs that parents can use at home with their children. At the beginning of the school year an orientation is held for preschool and kindergarten parents to inform families of curriculum, supports and services and to encourage parents to become involved.

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.

Monthly newsletters, bulletins, emails, notices, calendars, and letters are distributed to all students to take home to their parents. Whenever possible, notices are translated into Spanish, Urdu, Arabic, Assyrian and Vietnamese. Calendars and newsletters are also posted on the school website. Student handbooks are distributed to all students at the beginning of the school year. Notices/letters are written in a way that is easy to read and understand. Contact information is listed in letters for parents to use in case they need clarity.

Policy Implementation Activities

[X] The LSC will approve the school improvement plan and monitor the CIWP.

[X] <p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>

[X] <p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

[X] <p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>

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

NA

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.)

High quality curriculum and instruction in a supportive environment is provided by the direction of our mission statement which states, "Budlong will tailor its instruction so all students grow and achieve. To do this, we will build our capacity around reflective practice, and more specifically, differentiated instruction". Furthermore, our vision statement indicates that "A Budlong education challenges students to think critically, problem solve, and innovate in a global context."

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

Parent-teacher conferences will be held throughout the school year, including formal conferences held twice a year at Report Card Pick Up days held in November and April. Additional conferences are scheduled per a teacher or parent request at a mutually agreed upon day and 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.

Parents will be provided reports on their children's progress throughout the school year. This includes 5 week progress reports via ASPEN at each half way point in the marking period and frequent curriculum based assessment results. MAP/MPG reading and math reports are sent home in the Spring, however, parents may request growth reports at any time. Conferences are scheduled per a teacher or parent request and may meet at a mutually agreed upon day and time. Parents are encouraged to sign-up for and access parent portal regularly to find updates on student grades.

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

Teachers are available for conferences before and after school and/or during free periods as determined by teacher. Teachers can also be contacted through email, through the Parent Portal, or parents can call the main office and leave a message. Students and parents also have access to each teacher's web page on the school website at budlong.cps.edu

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 go through the CPS approved volunteer process in order to volunteer in their own child's classroom or any other classroom in the building. Staff uses the approved volunteer list to request support for school-wide events and field trips. Parents are also welcome to accompany students on field trips or participate in classroom activities per the approved volunteer policy.

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

Parent/students receive a student handbook/agenda at the beginning of the school year which includes school and CPS policies. The student handbook/agenda includes a calendar which allows parents to monitor homework assignments and communicate with teachers. Curriculum night at the beginning of the year offers parents an opportunity to meet teachers and review grade level curriculum, events, field trips, etc. Parents also have access to the Parent Portal, which allows them to check on grades, attendance and assignments. Teachers in all grade levels frequently use the Remind and Dojo apps to communicate directly with parents regarding their child's attendance, grades, and homework completion.

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 individual meetings relating to their child's academic progress and social emotional well-being during formal conferences and in meetings per the parent or teacher request. This includes participating in and being made aware of the Multi-Tiered Systems of Support (MTSS) Problem Solving Process and/or Behavioral Health Team intervention and if applicable an Individual Education Plan (IEP). Parents are encouraged to request a meeting if concerns arise and teachers or other school support staff communicate concerns, with possible solutions and resources to parents. Parents have an opportunity to give input and review school-wide academic and social/emotional progress at the monthly LSC, PAC, and BAC meetings.

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 will assure academic achievement by their participation in the development and implementation of any academic plans that address areas as class preparation, attendance and achievement. Students who exemplify the "Habits", have improved academic achievement, creativity, and perfect attendance are recognized by the school with an awards assembly at the end of each quarter. Students are encouraged to utilize student portal to track missing assignments and grades and are often provided opportunities to make-up work and/or retest to improve their own grades. Budlong's teachers and staff provide several before and after-school programs that students can attend that focus on academic achievement, social-emotional development, and physical health which all contribute to over academic progress.

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.

Parent ESL classes, school-to-home resource library, increase participation at PAC/BAC, increase parent volunteers in grades Pk-8.

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

Account(s)

Description**Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$2913.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$58.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00