

Rachel Carson Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/23/2020	Mr. Arriola, Ms. Kyser, Ms. Colesio,	Selecting Members
01/28/2020	Mr. Arriola, Mrs. Colesio, Ms. Kyser, Ms. Irizarry	SEF Assessment
02/04/2020	Mr. Arriola, Ms. Chapa, Mr. Mendoza, Ms. Kyser, Ms. Selden	SEF Assessment
02/05/2020	All teachers	SEF Assessment Survey

Date	Participants	Topic
02/07/2020	All teachers	SEF Assessment Survey
02/10/2020	Mr. Arriola, Ms. Colesio and Ms. Kyser	Areas of Critical Needs and Goals
02/20/2020	Mr. Arriola, Ms. Kyser, Mrs. Colesio, Ms. Selden, Ms. Raju, Ms. Chapa, Mr. Mendoza, Ms. Irizarry	Root Cause

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
 - 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)
 - 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 conducts a Continuous Improvement Cycle, in which Safe Practice is provided for teacher to implement the Powerful Practice.
- 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

- 4 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:** student work in the hallways; many teacher leadership opportunities, including Teacher Book Club, MCL, Dual Language and MTSS meetings. Second Step and PAWS programs to provide support for Social-Emotional Learning.

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:** The ARC reading curriculum provides differentiated instruction focused on a theme. Students also have opportunities to engage in inquiry based projects. 6-8 Grade Teachers are reading and discussing Mirrors and Windows book.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 2 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:** Dual language classrooms provide best practices for ELs. Our Diverse Learners need to have access to the grade level texts and activities when they are in the general education classroom. Differentiated instruction is needed. Student feedback needs improvement. Teacher are able to tell students what

they are doing well. They need to inform students what they need to do next to become actionable feedback.

- 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
 - 3 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
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 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:** We are working on aligning all grade categories. We are also teaching students to know how they are graded.
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 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)
- 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)
- 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)
- 3 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)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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:** MTSS Teams are meeting every other week to analyze data and create interventions for Tier 2 and Tier 3 students
- 3 - Transitions, College & Career Access, & Persistence

- 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:** The school counselor has had all 6-8 grade students take Naviance to help students determine their career path. In addition, our 8th grade math teachers teaches algebra.

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:** Through our Second Step and PATHS social-emotional programs, our teacher teach all students about empathy, respect and caring for one another. Our teachers collaborate in many school events that are planned and led by the teachers. Students feel comfortable around teacher and they trust their teachers to confide in them issues are troubling them.
- 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:** We have been working on engaging students on discussion about social issues as well as their rights as citizens. Our Student Council has been engaged in food drives and fundraiser. Our 4th and 7th grade teacher teach students about government, politics and our democratic system.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions

- o that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - o **Evidence:** We have implemented the CHAMPS method in every classroom and in every location in the school.
- 3 - Supportive and Equitable Approaches to Discipline
 - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - o **Evidence:** For the last two all school personnel has received professional development on restorative discipline.
- 4 - Family & Community Engagement
 - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - o 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).
 - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - o 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)
 - o 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - o 4 Partner equitably with parents speaking languages other than English
 - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - o **Evidence:** Every month our teacher send home a newsletter to keep parents informed about the instructional curricula and special school events.

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	3
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Score	Framework dimension and category	Area of focus
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: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	4
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Family & Community Engagement	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	Reading growth among students with IEP
Root Cause 1	IEP students should have access to their current grade level reading material as well as providing foundational skill that they need to improve their reading and reading comprehension skills.
Area of Critical Need 2	English proficiency among bilingual students
Root Cause 2	Lack of faculty to have their ESL and bilingual endorsement to provide best second language acquisition practices to our bilingual students.

Area of Critical Need 3	Reading attainment for second grade students
Root Cause 3	Lack of robust foundational skills, many opportunities to read and explicit reading comprehension skills are needed.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading) I chose this metric because IEP students' instruction needs to be at grade level with proper modification and accommodations. In addition, IEP students should be included in the instruction in general education classrooms.	Students with IEPs		47.00	52.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS I chose this metric because English learners should be obtaining English proficiency by 4th or 5th grade.	Overall		46.00	56.00
SQRP: National School Attainment Percentile - Reading (Grade 2) I chose this metric because it is essential the second grades are reading on level to close the academic gap as they progress to the next grade.	Overall		66.00	76.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Moderately Organized: Results indicate that students do not feel as safe as they should be in some areas of the school. Teacher collaboration needs to increase as well as administration/teacher trust.				4.00	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...	If we provide ongoing professional development on powerful practice in reading and math throughout the school year,
Then we see...	Then teachers' reading and math practice will improve to support student academic learning
which leads to...	85% of students will meet their expected grown in the Spring NWEA Reading and Math test as well as 70% or more students will reach attainment at 50% or higher percentile by the Spring NWEA test.
Budget Description	Reading and math specialists are needed; after school teacher funds are needed for the ILT to meet on a weekly basis; professional development funds are needed to send teachers to reading and math professional development in-services.
Tags	Leadership for Continuous Improvement, CIDL: Digital Learning, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Personalized Learning: Authentic Learning, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Design an ILT to be represented by most grade level and special teachers. Tags:Leadership for Continuous Improvement <ul style="list-style-type: none"> (Not started) Analyze student data to determine the Powerful Practice

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

- (Not started) Implement the Continuous Improvement Plan Cycle - Pre-Learning Walk, Professional Development - Implementation of the Powerful Practice - Safer Practice - Peer Observation - Post Learning Walk.

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Authentic Learning, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Progress monitor student academic achievement through quarterly assessment to determine the mastery of the Powerful Practice

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

- (Not started) Analyze student data to determine the Powerful Practice

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

- (Not started) Implement the Continuous Improvement Plan Cycle - Pre-Learning Walk, Professional Development - Implementation of the Powerful Practice - Safer Practice - Peer Observation - Post Learning Walk.

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Authentic Learning, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Analyze student data to determine the Powerful Practice

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

- (Not started) Implement the Continuous Improvement Plan Cycle - Pre-Learning Walk, Professional Development - Implementation of the Powerful Practice - Safer Practice - Peer Observation - Post Learning Walk.

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Authentic Learning, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Analyze student data to determine the Powerful Practice

	<p>Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</p> <ul style="list-style-type: none"> (Not started) Implement the Continuous Improvement Plan Cycle - Pre-Learning Walk, Professional Development - Implementation of the Powerful Practice - Safer Practice - Peer Observation - Post Learning Walk. <p>Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Personalized Learning: Authentic Learning, Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 2

If we do...	If MTSS Team designs Tier 1, Tier 2 and Tier 3 plans and interventions for students' academic and behavioral needs as well as social emotional needs,
Then we see...	Then all Carson teachers will implement Universal Tier 1 instruction and PBIS plan with appropriate interventions for Tier 2 and Tier 3 students.
which leads to...	80% of students will have access to Tier 1 instruction; 10% of Tier 2 students will move to Tier 1 level with the proper interventions; 5% of the Tier 3 students will move to Tier 2 level with extensive interventions.
Budget Description	Dean of Students; Professional Development to Create an efficient MTSS Team; Funds to provide support to implement interventions; College Tutors to support Tier 3 Interventions; After School Tutoring to support Tier 2 and Tier 3 student; Winter Saturday School to further support Tier 3 students; Parent Coordinator to support parents to provide support to parents about MTSS; A Bilingual School Counselor.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, ODLSS: Behavior Support
Action steps	<ul style="list-style-type: none"> (Not started) Create a MTSS Team represented by most grade level members, school counselor, school social worker, school psychologist and Dean of Students <p>Tags:MTSS: Shared Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) MTSS Team reviews and updates a PBIS and Tier 1 instructional plan for all teachers to implement <p>Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) MTSS Team reviews and updates Tier 2 and Tier 3 interventions to support teachers in the implementation of such interventions.

	<p>Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Teachers implement with fidelity Tier 1, Tier 2 and Tier 3 universal instruction and interventions to support students academically and behaviorally. Teachers are to progress monitor Tier2 students monthly and Tier 3 students weekly via Aspen MTSS. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Design a cohort of college tutors , teacher assistants and auxiliary faculty to provide interventions to Tier 3 students to improve their academic status. <p>Tags:CBE: Supports, Interventions, or Extensions, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p>
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Strategy 3

If we do...	If Dual Language teachers provide instruction in the targeted language with fidelity as well as implementing best dual language practices,
Then we see...	Then all dual language students will be on the pathway to become bilingual, bi-literate, and multicultural.
which leads to...	90% of dual language classroom to stay in the targeted language and 90% of 8th grade students obtain the Seal of Biliteracy Pathway Award.
Budget Description	Continue bi-monthly Dual Language teacher meetings; send dual language teachers and administrators to La Cosecha conference; provide program for teachers to obtain their bilingual or ESL endorsements. A dual language coordinator is needed to organize and lead all bi-monthly dual language teacher meetings.
Tags	Leadership for Continuous Improvement, Instruction, OLCE, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Create a schedule for bi-monthly dual language teacher meetings. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Bi-monthly Dual Language teacher meetings to discuss language allocation, bilingual instructional materials, assessment, best dual language instructional practices, etc, <p>Tags:Instruction, OLCE, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p>

	<ul style="list-style-type: none"> • (Not started) Attend La Cosecha Dual Language National Conference to visit dual language schools and to increase our knowledge of dual language best practices. <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (Not started) Attend NABE Conference to visit dual language schools and to increase our knowledge of dual language best practices. <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (Not started) Conduct Visitas among Carson Dual Language teachers and other dual language schools. <p>Tags:Instruction, OLCE</p> <ul style="list-style-type: none"> • (Not started) Review, reflect and update Carson's CALs Guiding Principles for Dual Language Education. <p>Tags:OLCE</p> <ul style="list-style-type: none"> • (Not started) Review, reflect and update Carson's CALs Guiding Principles for Dual Language Education. <p>Tags:OLCE</p>
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Strategy 4

If we do...	If Carson teachers, staff and administrators engage in social emotional learning activities and self-care to support each other, our students and parents,
Then we see...	Then our relational trust will increase to be more open minded and become more empathetic.
which leads to...	Increase of the 5Essentials to Organized and increase teacher-administration trust by 15 points. Additionally, student-teacher trust will increase by 10 points. Teacher retention will increase by 15%.
Budget Description	Student gift cards, certificate papers for teacher certificates of recognition, faculty team-building retreat, color printer cartridges for certificates.
Tags	Relational Trust, OSCP: Social/Emotional Support, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Faculty Team Building Retreat <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> • (Not started) Faculty and Student of the Month

	<p>Tags:Relational Trust</p> <ul style="list-style-type: none"> (Not started) Bi-monthly Administrator Newsletter highlighting best practice, dedication, and passion from teachers and staff members. <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> (Not started) Holiday Small Tokens to teachers and staff members <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> (Not started) Read and Discuss social-emotional and self-care articles during grade level meetings at least once a month. <p>Tags:Relational Trust, OSCPA: Social/Emotional Support, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Special recognition of teachers' and staff's accomplishments during faculty meetings and professional development days. <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> (Not started) Celebrating our faculty and staff by knowing more about them! Select 3-4 faculty or staff members to complete an informational sheet that include, "Why you are in education? Favorite hobbies; book you are rearing, etc. <p>Tags:Relational Trust, OSEL: Supportive School Environment</p>
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Strategy 5

If we do...	If bilingual and monolingual teachers obtain their bilingual and/or ESL endorsement,
Then we see...	Then English learners' second language needs will be address as well as better collaboration between bilingual and monolingual teachers.
which leads to...	100% Carson bilingual and monolingual teachers will have their ESL and/or bilingual endorsement by the end of 2022 school year. In addition 50% of bilingual students will exit successfully the bilingual program every year.
Budget Description	Financial support for teachers to pay their bilingual/ESL college courses. OLCE needs to partner with local universities to provide the financial support to teachers.
Tags	Curriculum, Instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE
Action steps	<ul style="list-style-type: none"> (Not started) Work with bilingual and monolingual teachers to obtain their bilingual and/or ESL endorsement the end of the school year 2021-2022.

	<p>Tags:OLCE</p> <ul style="list-style-type: none"> (Not started) Ensure every middle school teacher obtain their ESL and/or bilingual endorsement to best support middle school EL students. <p>Tags:Curriculum, Instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE</p>
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Action Plan

Strategy 1

Design an ILT to be represented by most grade level and special teachers.

Aug 03, 2020 to Aug 21, 2020 - Principal, AP

Analyze student data to determine the Powerful Practice

Sep 14, 2020 to Sep 28, 2020 - ILT

Implement the Continuous Improvement Plan Cycle - Pre-Learning Walk, Professional Development - Implementation of the Powerful Practice - Safer Practice - Peer Observation - Post Learning Walk.

Oct 05, 2020 to Dec 18, 2020 - ILT and all Carson Teachers

Progress monitor student academic achievement through quarterly assessment to determine the mastery of the Powerful Practice

Nov 09, 2020 to Dec 18, 2020 - Carson Teacher

Analyze student data to determine the Powerful Practice

Feb 01, 2021 to Feb 15, 2021 - ILT

Implement the Continuous Improvement Plan Cycle - Pre-Learning Walk, Professional Development - Implementation of the Powerful Practice - Safer Practice - Peer Observation - Post Learning Walk.

Mar 01, 2021 to May 07, 2021 - ILT and all Carson Teachers

Analyze student data to determine the Powerful Practice

Sep 13, 2021 to Oct 04, 2021 - ILT

Implement the Continuous Improvement Plan Cycle - Pre-Learning Walk, Professional Development - Implementation of the Powerful Practice - Safer Practice - Peer Observation - Post Learning Walk.

Oct 18, 2021 to Dec 17, 2021 - ILT and all Carson Teachers

Analyze student data to determine the Powerful Practice

Feb 07, 2022 to Feb 28, 2022 - ILT

Implement the Continuous Improvement Plan Cycle - Pre-Learning Walk, Professional Development - Implementation of the Powerful Practice - Safer Practice - Peer Observation - Post Learning Walk.

Mar 07, 2022 to May 06, 2022 - ILT and all Carson Teachers

Strategy 2

Create a MTSS Team represented by most grade level members, school counselor, school social worker, school psychologist and Dean of Students

Aug 03, 2020 to Aug 21, 2020 - Principal and APs

MTSS Team reviews and updates a PBIS and Tier 1 instructional plan for all teachers to implement

Sep 14, 2020 to Oct 16, 2020 - MTSS Team

MTSS Team reviews and updates Tier 2 and Tier 3 interventions to support teachers in the implementation of such interventions.

Oct 19, 2020 to Nov 20, 2020 - MTSS Team

Teachers implement with fidelity Tier 1, Tier 2 and Tier 3 universal instruction and interventions to support students academically and behaviorally. Teachers are to progress monitor Tier 2 students monthly and Tier 3 students weekly via Aspen MTSS.

Nov 23, 2020 to Jun 25, 2021 - All Carson Teachers

Design a cohort of college tutors, teacher assistants and auxiliary faculty to provide interventions to Tier 3 students to improve their academic status.

Sep 07, 2020 to Jun 25, 2021 - Principal and AP

Strategy 3

Create a schedule for bi-monthly dual language teacher meetings.

Aug 03, 2020 to Aug 21, 2020 - Principal and AP

Bi-monthly Dual Language teacher meetings to discuss language allocation, bilingual instructional materials, assessment, best dual language instructional practices, etc,

Sep 14, 2020 to Jun 11, 2021 - Dual Language Teachers, Administrators, Dual Language Coordinator

Attend La Cosecha Dual Language National Conference to visit dual language schools and to increase our knowledge of dual language best practices.

Nov 16, 2020 to Nov 20, 2020 - Dual Language Teacher sand/or Administrators

Attend NABE Conference to visit dual language schools and to increase our knowledge of dual language best practices.

Jan 18, 2021 to Jan 22, 2021 - Dual language teachers and/or administrators

Conduct Visitas among Carson Dual Language teachers and other dual language schools.

Nov 02, 2020 to Apr 02, 2021 - Dual Language Coordinator and Dual Language Committee

Review, reflect and update Carson's CALs Guiding Principles for Dual Language Education.

Sep 14, 2020 to Oct 02, 2020 - Dual Language Committee and Dual Language Coordinator

Review, reflect and update Carson's CALs Guiding Principles for Dual Language Education.

Jan 11, 2021 to Feb 05, 2021 - Dual Language Committee and Dual Language Coordinator

Strategy 4

Faculty Team Building Retreat

Aug 17, 2020 to Aug 21, 2020 - School Culture Committee

Faculty and and Student of the Month

Sep 25, 2020 to May 28, 2021 - School Culture Committee and Office Personnel

Bi-monthly Administrator Newsletter highlighting best practice, dedication, and passion from teachers and staff members.

Sep 18, 2020 to Jun 17, 2022 - Principal and Admin Team

Holiday Small Tokens to teachers and staff members

Oct 12, 2020 to May 31, 2021 - Assistant Principal

Read and Discuss social-emotional and self-care articles during grade level meetings at least once a month.

Oct 05, 2020 to Jun 04, 2021 - ILT

Special recognition of teachers' and staff's accomplishments during faculty meetings and professional development days.

Oct 05, 2020 to Jun 11, 2021 - School Culture Committee and Administrators

Celebrating our faculty and staff by knowing more about them! Select 3-4 faculty or staff members to complete an informational sheet that include, "Why you are in education? Favorite hobbies; book you are rearing, etc.

Sep 14, 2020 to Jun 11, 2021 - Assistant Principal

Strategy 5

Work with bilingual and monolingual teachers to obtain their bilingual and/or ESL endorsement the end of the school year 2021-2022.

Oct 05, 2020 to May 27, 2022 - ELPT, Dual Language Coordinator

Ensure every middle school teacher obtain their ESL and/or bilingual endorsement to best support middle school EL students.

Oct 05, 2020 to May 27, 2022 - Middle School Teachers, ELPT and Administration

Fund Compliance

ESSA Program

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.

Carson's CIWP team review IAR, NWEA, DIBELS/IDEL and TRC data to determine the needs assessment for the entire school. School data indicate that students need rigorous instruction in reading and math, more instruction in literary and information reading comprehension as well as algebraic thinking and multiple steps word problems. Our bilingual students need more support with vocabulary to improve their comprehension.

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

All students have access to Tier 1 universal instruction with the proper supports and scaffolds. Tier 2 and Tier 3 students receive small group support and one-on-one support respectively. Students in less than 39%-ile participate in after school tutoring. In addition, students in the 40%-ile to 60%-ile will participate in Saturday school.

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.

Carson has been implemented American Reading Company for K-5 grades and Into Literature for 6-8. Both reading programs are scientifically-based researched. K-8 math instruction is given by using Go Math and science instruction is given by using Amplify Science. All instructional programs provide the scaffolds and differentiation needed by the underserved populations. All instructional programs provide methods that increase the quality of learning.

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

Students who are low achieving participate in after school tutoring twice a week. During after school tutoring students receive reading and math instruction. In addition, low achieving students receive RtI interventions daily by college tutors. Students who are need to improving their behavior work with the school counselor on a weekly basis in small group support or one-on-one sessions. Middle school low achieving students are supported by the MLC in a small group instruction. Middle school low achieving bilingual students are supported by bilingual support teacher.

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

Carson is a level 1+ school as well as an Independent School Principal school. Therefore, our reputation as an excellent school attracts highly-qualified teachers. In addition, our dual language program attract highly-qualified bilingual teachers. We also advertise vacated position on CPS Taleo. Future and highly-qualified teachers can visit our school website to learn more about our school.

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 Instructional Leadership Team provides high-quality and ongoing professional development based on scientifically based research for teachers, principal and paraprofessional. The ILT engages in a cycle of continuous improvement, in which the ILT analyzes student data to determine the powerful practice. Then the ILT provides professional development to improve teacher practice to have an impact on student

academic achievement. Parents are invited to participate in in-services to better understand their student data and how to best support their child at home and with school work.

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

Carson has monthly family nights led by teachers. Teachers are able to share with parents the instructional strategies that they use during the school day. Parents have an opportunity to learn more about the instructional strategies teachers used with their children. Parents are also welcome to participate in our monthly ESSA and BAC parent meetings. During these meetings literacy strategies are shared with the parents. In addition, parents can also participate in the Reading Book Club led by the principal. During Book Club parents read a book and learn to implement reading comprehension strategies.

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.

During our ESSA meetings, our kindergarten teachers are invited to share with parents their kindergarten instructional practices and curriculum. In addition, during May, our kindergarten teachers invite all preschool parents to learn about their kindergarten programs as well as to getting to know the kindergarten teachers. During the summer, new kindergarten students get to participate in our Step Up to Kindergarten program.

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.

At the end of the year, teachers have an opportunity to vote on the assessments they would like to use the following year to measure student academic achievement. In addition, teachers test all their students with a performance task at the beginning and at the end of the school year to determine student growth. During grade level meetings, teachers discuss their instructional curriculum to determine what needs to be adjusted to ensure students are mastering the standard-based learning objectives.

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.

Part of Carson's MTSS is to track off students by providing extra support by the classroom teacher, teacher assistant or college tutors. Every five weeks, teachers engage in analyzing students data that identify off-track students. Then teachers engage in developing interventions that are tracked on ASPEN. Teachers are expected to progress monitor off-track students' achievement to determine if the intervention is working or to create a different interventions if off-track students are still lagging behind.

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.

All students are able to participate in any federal, state and local program that we have at Carson if they qualify. For preschool, students can apply to our program. If there is a spot in our program, they can attend Carson regardless where they live. However, K-8 grade students need to live within our school boundaries. When Carson receive a certain program all regulations are followed to ensure the targeted population

benefits from such program. For example, our bilingual students benefit from our dual language program while our diverse learners benefit from our special education programs.

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.

Our School is receiving ESSA Title I for the 2020-2021 school year. We currently have a Parent Advisory Council that meets regularly to review the Title I Budget and receive training. This will continue 2021-2022. The parents of ESSA students attend these meeting and receive training. Parents are offered information on the ESSA programs at Carson 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 Annual Title 1 Meeting was held on 09-17-20. At this time parents will be informed of the school's ESSA title I program and offer input on what they would like in terms of program offerings, services, and materials/supplies. Title I requirements also will be shared and as well as parents rights to be involved in the program. We will find out at this meeting how parents wish to be notified of future meetings and at what is convenient for them. Also there will have PAC election for parents officers of the ESSA title I parent involvement program. The PAC Organizational Meeting was held on 10/08/20.

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.

Parents who attend the Parent Advisory Council (PAC) meetings are given public participation opportunities to give suggestions or make recommendations on the services and materials that their child receives during the school day or after school. Parents are also encouraged to use the suggestion box located in the main offices. The school will immediately respond to any suggestions/ 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 will receive a copy of their child's performance on the IAR and NWEA through several means. The school sends out a report of the NWEA scores at the end of the school year that also includes the child's promotion status for the following year. Final IAR and NWEA scores are also sent home in the fall of each year.

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.

From the Office of Talent and Compliance Division - Official notices will be given to parents if their child has been assigned to a teacher who is not highly qualified for four consecutive weeks. Our school intends to fully comply with this requirement of Title I and to insure parents receive all necessary notices. Parents can also check public search on ISBE.net to review teachers' credentials.

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.

The annual Title I parents meeting held in the fall will help parents understand all the state content and achievement standards as well as assessments used throughout the year. All the requirements of Title I will also be given at these meetings. At our annual open house in September, parents will be given an in-service on how to access the Parent Portal on ASPEN Gradebook as a way to monitor their child progress. Parent training will also be offered and encouraged throughout the year from offerings through the Title I Part A of the Office of Local School Council Relations.

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.

There are funds available in the school's ESSA Title I budget that provide parents opportunities to attend conferences, seminars, workshops. Furthermore, parents can obtain subscriptions from periodicals that provide literacy training and technology. At the monthly PAC meetings, there will be a consultant/trainer present who will give parents a presentation on how they can help their child at home with academics. The monthly PAC meetings are expected to help increase parent involvement. Parents are also given opportunities to attend family nights where strategies are presented to help assist their child's learning. In

addition, parents have an opportunity to participate in the Parent Book Club meeting with the principal. In the Parent Book Club meetings, parent learn reading comprehension strategies as well as skills on how to help their child improve their engagement in school.

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.

Staff will be given ongoing professional development in building working relationships with parents that treats them as partners in the educational process. This includes workshops given during regular staff meetings as well as the opportunity to attend outside seminars, in-services, etc. Staffs are required to develop a suitable rapport with parents by establishing clear communication channels early in the school year and then maintaining them. Part of these channels includes encouraging parent volunteers. In addition, because our students walk to school, the teachers will be able to communicate with parents often if need be. Most of our students walk to school. Additionally, parent have many formal opportunity to connect with their child's teacher though our Open House meetings in September and Parent-Teacher Coffee meetings in October before Report Card Pick Up in November. Parents are also invited to participate in our monthly family nights. Parents are also welcome to meet with their child's teacher during the teacher's preparation period or before or after school.

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

Rachel Carson School has a strong literacy curriculum in all grades that relies heavily on parent participation and involvement. This includes using home reading logs, homework planners and parents volunteers. From incoming preschool, Kindergarten and 1st graders, parents are given a full orientation of the curriculum during the registration process as well as during Open House meetings. There are suggestions given on how parents can fully participate in their child's education. In addition, during parent meeting, we target preschool parents by inviting their child to perform. As a result, more preschool parents attend the meetings, in which school information is shared with parents.

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.

Most Carson students are part of our Dual Language program. Therefore, reminder letters that are sent home to parents informing them or reminding them of meeting times. Information is written in a way that is easy to read and to understand. The wording of the details of meeting times is exact but brief. Furthermore, there is constant information listed on letters for parents to use in case they need clarification. All communication is sent home in Spanish and in English.

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.)

To provide rigorous instruction built on the foundation of the Common Core State Standards, aligned across all content areas and grade levels and which incorporates Dual Language Instruction. Through parent and teacher collaboration, as well as community involvement, a learning environment will be created that expects students to challenge themselves academically. In the spirit of teacher collaboration, students will be supported socially, emotionally, culturally and morally as well as cognitively to reach their full academic potential.

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.

Rachel Carson school host two parent-teacher meetings before Parent -Teacher Conference. Such meetings include "Open House" meeting in September and Parent-Teacher Coffee Meeting in October. During these meetings, the parents learn about the instructional curriculum, assessment, expectations and how to contact the teachers. Parent-Teacher conferences will be held throughout the school year, including formal conferences held twice a year at Report Card pick up days and at set scheduled times to monitor students progress. These meetings are usually held prior to 7:45 am each school morning. Conferences are scheduled per teacher's request and/or parent's requests. Conferences can be also scheduled during the teacher's preparation period or after school.

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 with consistent, thorough reports on their children's progress throughout their school year. This includes 5 week progress reports via ASPEN at each half way point in the quarter period, formal report cards issued for each of the four quarter periods, and frequent results of standardized test. Informal reports will also be given to parents via email or phone calls from teachers and administration as well as weekly teacher assessments.

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

Parent-Teacher conferences are offered to be scheduled before school hours or after school hours. Parents are welcome to come in and discuss with the teacher their child's progress and/or other concerns they

might have. The meetings are held in the counselor's office or in the classroom. Parents have access to staff's email address and phone numbers in the school website to request information or to set up a conference. Meetings can be held during teacher's preparation period. There is always bilingual personnel when it is needed during parent-teacher conferences.

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.

Rachel Carson School has always welcomed parents to volunteer and participate in their children's education. Carson has an "open door policy". Parents can come to the school at anytime although they are strongly encouraged to call first to set up an appointment for their visit. We welcome and embrace volunteers to assist in the Pre-K classrooms, go on field trips as a chaperon or help out at entrance and dismissal time as parent patrol. In addition, parents are always welcome to participate in the BAC and ESSA Title 1 committees. However, all parents now must have their background check approved before they can be a volunteer.

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

At Carson there will be a number of programs during the school year to help parents support their child's learning. These include formal parent training tips, ESL classes, parent book club, computer training and workshops offered by teachers/presenters at the school during family nights, BAC and PAC workshops. Parents will also be able to support their child's learning by working closely with teachers on checking student homework, planners, and nightly reading logs. Parents are also able to use the parent portal to monitor their child's academic progress. Additionally, parents are encouraged to call the office to report their child's absence for the day. Carson has high expectations for student attendance. We firmly believe that students need to be present to learn. Therefore, Carson works closely with parents to ensure their child has perfect attendance each school year.

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

Carson's Continuous Improvement Working Plan (CIWP) is written each time with input from parents. The input is done through a series of meetings with school stakeholders to determine the school's priority goals and how resources should be allocated to meet these goals. Parents will also participate in individual meetings relating to their child's academic and social progress. This includes participating in the development and implementation of a remediation plan (RTI) and if necessary an Individual Education Plan (IEP). Parents also will have an opportunity to give input in consultation at the Local School Council (LSC) meetings. Parents are also invited to voice concerns. Suggestions, questions, comments are gathered through surveys given during PAC meetings and other school surveys. Parents will have an opportunity to participate in the annual My Voice, My School Parent Survey. During Bilingual Advisory Council meetings, parents are given an opportunity to voice their desires via parent surveys.

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 remediation (RTI) plan that addresses such areas as class participation, academic improvement, attendance and attitude. Students are also expected to co-design with the teacher a plan to meet the expected growth target on NWEA for reading and math. Improved academic achievement is recognized by

the school with awards, assemblies and other monthly and weekly incentives so that students continue doing their best. Carson students also will participate in parent-teacher conferences so that the responsibility of improved academics is shared. Students with monthly perfect attendance participate in a dance or wear jeans on a Friday.

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.

During the 2020-2021 school year, our parents will continue to receive ESL and computer classes led by a Carson teachers. These ESL and computer classes will begin in October and run until the funds are spent. Funds will be allocated to provide a coffee and cookies for parents during ESSA Title I meetings. Funds will also be allocated for parents to attend parent workshops as well as visiting universities to gather information to support their children as they engage in college and career thinking. The funds for the universities will be for transportation. Lastly funds will be allocated to provide supplies to parents during PAC-ESSA Title I meetings. Educational books will be purchase for the parents as well. Presenters will teach parents how to support their children with reading and math so that their children improve academically.

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.	\$2536.00
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.	\$1159.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$960.00
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.	\$500.00
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.	\$500.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$1000.00