

# Cesar E Chavez Multicultural Academic Center ES 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/27/2020	CIWP Team	

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

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

## 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
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** "- Capturing Kids Hearts curricula - Use of lesson study to align math curriculum starting in K - SEL yoga" - SEL curriculum across most classrooms "- Equitable implementation of evidence based curriculum for ELLs (e.g Wilson implementation K-2) - More transparency around curriculum choices in different

grade levels - Some curricula should be required so that there is some consistency  
 " " - Social emotional learning practices in many classrooms - Teachers choose texts and create materials that are culturally enriching - Intentional differentiation to meet the needs of students - Strong grasp of ""big ideas"" - Vertical literacy alignment of scope and sequence to better align language, support below grade level students, provide enrichment for above grade level students  
 Appreciate that our judgement is respected in regards to picking the curriculum. Daily rigorous instruction. Prep teaches social emotional learning. CKH program in all classrooms across grade-levels. Autonomy can lead to lack of vertical alignment (but will take lack of vertical alignment instead of being told what curriculum to teach) "Freedom to select curriculum 3rd-5th math alignment Sped is building alignment, working towards alignment Variety of curriculum Real world learning- Architecture Stock Market-projected based Money Fair " Alignment with ELA "Aleks Self pacing of online platforms Lexia Goals aligned for NWEA math and reading Modifying curriculum for ELLs and Sped students Science alignment Vertical planning supported focus for all content areas" "Social Science importance Reading and writing alignment and curriculum, scope and sequence Setting goals for individual settings at academic level Mastery of skills Align units of instruction (horizontally/vertically)" "Vertical team meetings One pagers, spreadsheets with student data Pivot tables Lexia Newela ReadWorks Khan Academy Data Folder Aleks Yellow Folders Compass Sped teachers plan together to align curriculum Summit" "use of Aleks for 6th-8th Math Use of iScience Summit in 7th-8th -8th tailored to 8th grade students needs Differentiation throughout curriculum in 8th Personalized learning" "Alignment for ELA Vertical planning is not effective " " \_Vertical planning Align math curriculum -Aligning writing curriculum -Lesson study " " - 3rd graders have a unit about social issues - School is supportive of curricula creativity so that we can tailor instruction to students with specific needs - Able to integrate key vocab - Flexible curricula, not rigid" Some Math alignment "A selected Language Arts curriculum that is engaging, challenging, and something that students are capable to do Need to tailor the needs to students in ELA "

- 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:** " - Strong questioning and discussion techniques in math - teaching through problem solving leads to student led conversations and student ownership of new learning - Teachers modify assignments for ELL and below grade level students - We use TRC data to form groups - Foundations make it easier to meet student needs " " - High levels of differentiation - Adjusting instruction - Translate assignments for students in Spanish - Teachers use a variety of trackers to

track student achievement levels - Planning and problem solving incorporates student misconceptions - We are prepared to talk about why students are misunderstanding - 3rd grade team works to foster student ownership - Use of end of lesson reflection to inform small group instruction (formative assessment)" - Share information about formative assessment protocols schools wide Small group instruction, whole group instruction, having students work in centers is more ownership of their work, yellow folders is a way to track work (student ownership), lesson study for mathematics. Emphasizing support in mathematics. How can we do the same for ELA? Uniformity in how we ask a question or the vocabulary teachers use (alignment). "Learning targets/objectives displayed MTS and pull small group Tutoring Aleks usage for higher performing students Science quizzes, monitoring progress Assignments used to clarify misconceptions Khan Academy - used to provide differentiations Scaffold instruction Having students collaborate and develop independence thinking and critical thinking Learning rotations/stations Students self assess and monitor during rotations" "Use of Reading Strategies Book to support instruction Use of Deborah Evans Variety of questions in class discussion Student work displayed Students choice Lexia Power up used to support student needs and small group Aleks used to monitor student needs" "Use of formative assessment to guide instruction Time to collaborate and plan instruction " "Small groups one on one Conferencing Progress monitoring ThinkCERCA Summit learning Schedules Posting of agenda/objectives" Work on leveled questions "Students have choice in what task they complete Project based learning Mentoring, feedback on projects Teachers scaffold instruction to meet the needs of student Pulling small groups based on assessments Audio used in reading Guided notes Summit Learning Checkpoints from Summit Exit slips " Engaging students in learning "We engage students well in K through centers. They stay busy. Peer observations show students are really engaged and students persist, especially with Haggerty Peer observations show great modeling and anticipating misconceptions; students know exactly what to do if they get stuck. Training for TRC/DIBELS We intervene well with struggling students We effectively communicate. The k students are teaching the parents how to come to school everyday and get on level" Getting a play kitchen :) "Weekly lesson plans Print off questions from Teach like a Champion Creating user friendly ideas for lesson planning for PE Use of video clips, audio, worksheets Goals and learning targets posted Set of vocabulary presented in classes" "- Ms. Gonzales high level of thinking at the K level - Appropriate vocabulary at different instructional levels - Emphasis on the ""why"" behind instruction - Student ownership - students check each other and keep one another on task "

- 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
  - 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
  - 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

- o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 3 Utilize assessments that measure the development of academic language for English learners
- o 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
- o 3 Improve and promote assessment literacy
- o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence:** "- Have access to and analyze school-wide, teacher team, and classroom assessment data - keeps everyone on the same page when we go over the data together at PD days - Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement - alignment of naming conventions, use of HS app - Aligned Japan Math assessments, Wilson, assessments, writing rubrics, " - Is the report card structure/format mandated by CPS? They don't seem student/family/ELL friendly "- Area of strength for Chavez: naming conventions, percentages, consistency grade levels and buildings - Math assessments 3rd and 4th are aligned - Multiple measures: NWEA MAP, TRC, teacher designed and common core aligned assessments, etc. "- What other assessments are available to support ELLs? - Quarterly benchmark formative assessments for literacy - Make literacy assessments available so we can pull for the purposes of differentiation" consistency with grades (grading policy), math does teacher created assessments, giving NWEA 3 times a year and communicating those scores and goals to parents, using a the high school app with older students to see how grades affect what school they can qualify for ELLs - don't have a way to progress monitor ACCESS, creating a progress monitoring tool for ACCESS. "One pager report Outline assessments for grading period Unit assessments Beginning and end of unit Aligning category - ASPEN Aligning grading policy within grade level teams" "Meetings about assessments and data Agreement on the number of grades in content areas Working with NWEA data to differentiate learning and skills Parent/support in parent portal Lexia is shared with teachers to collaborate BoY and Eoy assessments to show progress Use of blended learning-software Newela Compass Aleks" "Formative assessment aligned to curriculum Expectations of grade level assessment Set expectations of types of assessments Time to collaborate and plan assessment" "Wilson training- Sped on the same page with literacy Summit learning- ELA and Science ClassCraft ASPEN-gradebook alignment, percentages and weights Grading policy- grade levels agreed on number of grades and weights Analyzing weekly, if not daily 6th & 8th promotion policy shared with the family and students 7th team puts in grades in a timely matter so students are aware of their grades and their work Student advantage report to see progress/grades" "Formal assessment NWEA domains are used to plan Summit Learning assessment Survey on learning style Accelerated reader Unit provides assessments Grade what is turned in " "Promoting assessment grading throughout staff, align grading standards ELL- need more support " "We definitely use TRC and DIBELS to help with Tier 2 and Tier 3 students and we constantly reflect to see how to modify teaching and centers. We share all the same teacher graded assessment and share that with each other." "We need more clear grading system for Kindergarten We are still trying to figure out Aspen Establish criteria for Kindergarten grading" "During team meetings, discussion

about what is getting graded, weekly grading plan and adjustments to ASPEN Exit tickets Rubrics Boss Battles Kahoot Checklist hands-on activities to assess One pagers -grades, attendance, GPA Tracking grades SMART goals Self-assessments "

- Strong foundation for the grading system for the school to align on categories, percentages, and naming - What is the expectation of prep teachers when homeroom teachers are held back from class? How do we assess appropriately and align expectations for adjusting assessment across the prep team?

- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 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)
  - 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)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 3 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)
  - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 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)

- 3 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTS team "Need of MTS pull out support Tier 3 Need outline of red flags in primary grades Milestones identified in each grade level academic and social emotional School wide identification system of students with needs MTSS pull out staff member Team to track students that are identified as Tier 2" "On-track data to support teachers Identified and targeted students Use of different interventions Time provided to students who are failing, missing assignments to get work done Behavior and attendance incentives SEL- Healthy relationship CKH Talking Circles Communities in School Aligned process for referrals Supportive disciplinary procedure Students are attended to at alltimes" Times to collaborate other services providers "One page report Communities in School -Ms. Juarez pull out Bulldog Bucks for positive -PBIS Perfect Attendance incentive Lexia, Aleks Adjusting work load for students at varying levels Use of ReadWorks to support varies reading levels ""Modifications on assessments Use of visuals Modifying text being used ""Team collaborates to select students that are failing to provide supports to raise grade Use of curriculum (Summit Learning and IScience) helps with learning environment and supports students in going at their own pace. Small groups Lexia Powerup" "Intervene in a timely and effective manner ELL taken into account when designing core instruction." "We have worked on this a lot last year and we learned a lot about making plans. As a team we have shared objective and how to share objectives for a group of students at same Tier. Opportunity to tutor after school has made a big difference." "Have a list of interventions that we have tried and is working or not working and keep that

going Parent meeting for Tier 2 and Tier 3 students to support teachers when parents don't understand how far behind their students are." "MTSS team Team meetings focused on MTSS (SY18-19) Meeting with teams to develop small group interventions" "Needs to get off the ground, a lot of talking and discussion. Gap is getting wider from LGC to UGC. need to close gap"

- 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:** "- Corona supports HS application process: HS fairs - Rosen supports HS essays - Additional tutoring when needed" - Ms. Corona and the UGC staff do a great job supporting students with HS transitions "- Position dedicated to support high school readiness - Application where students can enter grades, scores, and determine high school eligibility - HS application support - Career fairs - Guests often invited to visit classrooms and talk to students - Weekday and weekend support for students and families for school applications, scholarship applications, paperwork, etc. " Ms. Corona meeting 1 on 1 with all 7th grade families, high school fairs, peace and education summit, High School App to see what high school kids can go to, high number of students admitted to selective enrollment and schools that offer good programs. Students going to Walter Payton during 8th grade for math courses. WITS, SPARK, Academy Group, Saturday Place. Only small group of students get to participate in WITS, Academy Group, Saturday Place. Broader exposure to all students as oppose to those that are picked for these specific programs. For diverse learners need the most exposure to careers/professions (apprenticeships, automotive careers, nail techs, beautician, etc.) Reaching out to local business (The PLANT, coffeeshop, etc). "Success Bound program-Kompare Kompare-Look at GPA, calculate GPA Exposure to what is beyond high school Career Fair High School Fair Architects in the Classroom SPARK WITS Corona -high school application " "Creating a team for high school applications Support after 8th grade" "Success Bound-Kompare Monitoring grades Career Days College Day High School Fair Corona meets with parents/families for high school Monitoring GPA Support students in organizational skills" "Provide direct assistance to families on high school, college Teach students/families on finances, savings, tuition " "One pager, GPA, attendance, High school visits High School Fair Career Fair Former Chavez students came to speak Success Bound Former Chavez students are now staff members" "Having former students come in to speak to students more often Speakers come to monthly for SEL -motivational, college and career, etc More vocational schools - Hoyne ""Background check"" for transferring students " "Kompare's class, Success Bond Corona provides support for high school application Payton classes" "Track students after 8th grade Provide support after 8th grade Making students aware of the responsibility they will have in high school Hyatt trips Exposure to college and careers" "-Used Open house to establish open communication with the transition to PreK to Kindergarten -Teacher takes students to 1st grade to see expectations -1st grade students are invited to kinder to talk about what 1st is like



1st grade teachers are invited to speak/ visit kinder " "More communication between PreK and Kindergarten Have a celebration/carnival/ Welcome to Kindergarten to introduce students to kindergarten teachers, see the classroom, and speak to families" "- Vertical planning alignment - Capturing Kids Hearts alignment - 4th grade switches classrooms to prepare kids for 5th grade rotations in the UGC - Strong foundation is build with values and school vision/mission " "- Exposing LGC students to different career conversations and pathways via visits from guests or career day - Exposure and conversations about post-secondary pathways that are not college - Continued support with social norms, communication with strangers (preparation for job interviews, working on new teams, etc.)" "Success Bound Collaboration with Kompere and Corona Career Fair High School Fair High School Presentations SPARK"

## 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:** - We think every student has one trusted adult in the school - Understanding race and equity and its impact on student learning - This could be an interesting focus for a staff PD. Individual teachers have done more work than others "- Relationship building and strong student interactions are a priority at Chavez - Subs want to come to Chavez! - Projects create opportunity for exploring student identities - Improvement re: teacher to teacher relationships" - Understand race and equity and its impact on student learning Greeting kids every morning, talking circles (good things, etc), students have at least one person they can trust, they look forward to coming to school, having staff that aren't teachers doing after school programing helps develop those relationships. Does that culture translate when kids get to the UGC? There are more serious issues over there which makes trust even more important. Is there enough support over at the UGC for them to get the help they need? "Teachers check in with students that they notice having an off day Greetings Good things Teacher escorts student to class when having struggling students Student collaboration " "Teacher to student, student to teacher relationships have been strained based on incidents and attitudes LGC and UGC relationship building is needed and trust needs to be restored FEED EVERYONE " "Social Contract Daily Greeting students Daily check-ins with students Staff greeting students every morning Office Bey outside with students in morning patrol Good things Staff make themselves available to questions and help Bilingual Advisory Committee active and engage Culturally sensitive literature Vertical planning days to discuss with other grade level teachers " "UGC staff eat together, support one another UGC takes opportunities to get to know one another UGC embraces others Socializing during lunch and prep time building trust CKH-good things, greetings " Tardies when students are at lockers "Mentor-Summit Learning Curriculum cultural relavent Small group walking field trips Healthy Relationships program Communities in Schools Celebrating good news " "Creating strategies to resolve issue to restore relationships through open dialogue within staff Engage

communities at the UGC, reach out to families " Very strong team where we can trust and critique and help each other. We can go to each other's rooms and be comfortable to ask questions without being judgmental and learning how to grow from one another. n/a "Good things High Fives-CKH Conversations during recess After school clubs Dances Staff trust each other and helps one another out Communities in School -Ms. Juarez Ms. Corona Ms. Davis working students " "More social outings for adults Potlucks (during spring ) Exercise Adult attendance incentive " "- Students feel comfortable asking questions of teachers - Over time staff is developing relationships with students who have more diverse challenges so that students feel supported and celebrated"

- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 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:** "- Lots of exploring identities and beliefs via social studies and read alouds - 3rd grade activism unit - Student Council in the UGC" - Student voice is emphasized - How can be better informed about all the great ways teachers are engaging students in civic actions/learning activities 3rd grade activism unit, teachers do their own units in classrooms, Student council elections (whole-school), do something school-wide, incorporate social justice curriculum, empowering our students, more social studies (need a curriculum), "Student Council Food Drive Cultural event where students researched cultural background, developed a presentation and celebrated by bringing food Career Day-Komapre" "Social Studies curriculum Holiday events that have students interact with primary grades-reading buddies " "Student Council -vote and select members, activities Student select text for ELA class Use of Newsela " Social Studies is a need, need for SS curriculum "Student Council Sex Education Healthy Relationships Political aspect in 7th - students provide opinions Writing articles about the community SPARK" "Student Council Learning Style survey Units that are used provide learning on their culture and learn about their background Use of Newsela to learn about what is happening in the world " "Study politics after taking the Consitution test Continue to learn about history lack of knowledge" "We have them vote on things like different activities, movies, etc. Let teacher know if they don't agree with scores on reading assessments to advocate for themselves. They feel empowered through writing letters to principal. Police officer come to classroom; go to firehouse; library" Do those things more often "Student Council 8th grade fundraisers history " "Make History/Social Science a priority- affects high school performance Science/History fair " "- 208 engaged in a unit about voting and students are voting - Students vote on roles within the class" - Politics was added into character education this year. We could do additional awareness of politics and and citizenship
- 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:** "- Ms. Bautista supports lunchroom safety and order - Arrival/Dismissal/School wide transitions" "- Clear behavior expectations - Trust that all adults are responsible for staff safety" consistent of supervision of kids in transitional areas, PBIS, crisis team, social emotional form, beginning of the year orientation, Make an easier way to find social emotional form, "Behavior matrix-common area Classcraft Incentive for behavior and completing work" "Emotional safety for adults Addressing situations appropriately with students Have student lead safety and order-look at students with integrity to be model behavior expectations " "Common Orientation Extra Security guard-bathroom Safe passage Restorative practices Student escort Teachers in hallways monitoring Mr. Brekke outside Staff is continuously around " "Anonymous Alert Restorative Practice Office referral Behavior orientation-common place Social Contract Adults monitoring inside and outside " "Systems/Transitions are smooth between 8th Drills sent into place Use of Bulldog bucks for positive behavior Staff is vigilant in watching the students Students share if they feel some type of danger " "Bulldog dollars for values and expectations Social contract Common area orientation at beginning of the year We teach students how to inform us if it is an emergency All the drills that we do" n/a "Emergency practice drills Security guards Anomynous alerts Behavior management Teachers escorting students " Blind safety "- Classroom routines are strong schoolwide, strong organization and management - Teachers are able to step out for emergencies and classrooms continue to function safely and orderly " - Some students use bathroom breaks to wander the hallways, it's difficult to monitor
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 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:** "- Strong instructive SEL schools - Strong Teacher/Admin support for individual student needs in both a proactive and restorative approaches - Check ins with CKH strategies " - Ongoing conversations about how to continue strengthen restorative approaches "- Caught being good tickets, bulldogs bucks, affirmations, good things - SEL: Morning meeting, talking circles, peace talks - Decreased issues in the lunchroom " Capturing kids hearts, restorative approaches (and getting professional development), Friday's during prep, "Peace Circles Talking circles Communities in School Ms Juarez Ms. Davis as discipline Follow CKH" "SEL skills- part of discussion in the academic setting Social Contract -proactive and restorative, shared agreements Clear management of routines Behavior matrix-common area" "Less discipline issues-fights Home visits eyeopening Teachers being understanding to situations Conferences with

parents/families CKH ClassCraft Communities in School Assistant principal support in discipline Proactive approach Discussion amongst staff around students/ past students " "Communities in School- Ms. Jessica Ms, Davis brings students back to class Communicate with parents when students turn behavior/ academic improvement" "Having system in class to have a warning system for all students Communicate with parents when students are doing well Having a more uniformed discipline policy, instead of teacher discretion " "Peace circles Reinforcing positive behavior is a strength; praising students frequently " "What to do with extreme behavior that need extra support -- students for example that roll on the ground and hit and kick staff members. What do we do in these instances? We need more guidance with that. Possibly use curriculum like 2nd Step to help students use common language." "Talking Circles Timmothy Jackson - Restorative Practices Capturing Kids' Hearts team CKH tools Student of the Month Postive praise Communities in School - Ms. Juarez" "- Students are given tools to solve problems on their own with structure from the teacher but can handle it outside the classroom - Caught Being Good tickets and Bulldog bucks - CKH" - Continued consistency

- 3 - Family & Community Engagement

- 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 3 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).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- **Evidence:** "- Open House - Outreach to families about activities, absences, etc. Invites - Parent Mentor supports - Letters home (and teacher newsletters) are always in English and Spanish - Continue family workshops" - Improve communication with teachers about the parent workshops available to families "- This year families have been really open to feedback and our professional opinions - Parent mentors, volunteers, etc. - Mr. Trejo, Ms. Crespo welcome families - Newsletters" student of the month (families get invited), family game night, assemblies, Remind app, planner, grading policy, involving in high school process, field trip (chaperones) "8th grade informational session PAC Give Aways- Turkeys, Xmas gifts, bikes, Coat Angels Doctors, dentist, glasses " "One pager reports are sent home Remind and Blooms app to communicate with families Multi-lingual staff on each home All correspondence goes home in two languages Accommodates to the schedules of parents/families Parent meetings have language supports during meetings Homework agenda " "Conferences with parents/families Student of the month " "Use of Remind app to send parents/ families notifications Ask parents to chaperone 8th grade letters are sent home frequently Explain to students to provide messages to parents Use clerk (Mr.

Morelos) to call parents Home language (Spanish) is used to communicate "

"Having parent/family events Providing parents/families information on what is going on in the classroom Having a way to communicate with families when information is not given to parents/families by students (letters sent home)"

"Wonderful! I would go crazy without my parent helper. It was great to have parent helper start early. We communicate well with families (Dojo especially) and know what is going on with families and students. We see parents every day at pick up We do weekly newsletters for parents and call and send videos and emails." Let's make sure we have parent mentors each year! "Classes that parents can take One page reports Parent volunteers Open house Assemblies Communications through phone calls and emails in home language (Spanish) Game Night Art Express Talent show" More opportunities fro assemblies to invite families "- Parent Mentor support in the classroom - Amazing bulletin board and event/activity support - Mr. Rosen is an amazing support and partner with families "

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## 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	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	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	0
3	Quality and Character of School Life: Family & Community Engagement	3
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0

Score	Framework dimension and category	Area of focus
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	More time reading
Area of Critical Need 2	Small group reading
Area of Critical Need 3	Structured reading

## 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: Attendance Rate  Attendance is strongly correlated with being on-track in high school	Overall		96.90	97.00
	FRL Eligible		96.90	97.00
Vision: NWEA Growth G3-8 (Reading)  draft	Overall		55.70	55.80
	FRL Eligible			
Vision: NWEA Growth G3-8 (Math)  draft	Overall		54.80	54.90
	FRL Eligible			
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  draft	Overall		55.20	55.30
	FRL Eligible		55.20	55.30
(Blank)				

### Required metrics (Elementary) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> (Blank)				50.00	51.00

### Custom metrics (0% complete)

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

## Strategies

### Strategy 1

If we do...	If we select and implement aligned reading instructional materials (core and supplemental, print and digital)
Then we see...	then we expect to see students grow more in their reading skills each year
which leads to...	which leads to improved reading skills and growth in all grades.
Budget Description	115-53305-119015-000575 115-53307-119070-000575 115-53405-119015-000575
Tags	Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts
Action steps	<ul style="list-style-type: none"> <li>(Not started) Form reading curriculum adoption committee Tags:Curriculum</li> <li>(Not started) Professional development / planning for new materials Tags:Curriculum</li> </ul>

### Strategy 2

If we do...	assess home readiness for e-learning and school communication
Then we see...	consistent and regular communication with families
which leads to...	strengthened trust and deeper connections with families, leading to improved student learning outcomes / success
Budget Description	possibly purchase hotspots
Tags	FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Align learning platforms and communication tools (Google Classroom, Classroom Web Sites, Remind, etc.) Tags:FACE2: Parent Engagement</li> <li>• (Not started) Collect communication information from families: email, devices, WiFi information, etc from families (especially at registration) Tags:FACE2: Parent Engagement</li> <li>• (Not started) Help families create email addresses and WiFi connections Tags:FACE2: Parent Engagement</li> <li>• (Not started) Connect families to Aspen so that they can monitor grades Tags:FACE2: Parent Engagement</li> </ul>

**Strategy 3**

If we do...	If we appropriately group students in a tiered system, provide appropriate interventions, and monitor their progress
Then we see...	teachers providing differentiated instruction at students' academic level, including (but not limited to) scheduled small group instruction
which leads to...	improved growth for students at all levels.
Budget Description	
Tags	MTSS, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Flexibly grouping/tiering students using up-to-date standard assessment (NWEA / TRC)</li> </ul>



	<p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) Planning time for small group instruction</li> </ul>
	<p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) Regular MTSS Team Meetings once per month to review progress toward school wide goals. Strive for team that represents diverse stakeholders at school.</li> </ul>
	<p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) Developing and using a universal progress monitoring tracking tool.</li> </ul>
	<p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) Ensuring teachers enter MTSS information into Aspen</li> </ul>
	<p>Tags:MTSS</p>

## Action Plan

### Strategy 1

Form reading curriculum adoption committee

Sep 01, 2020 to Jan 29, 2021 - Karla Garcia

Professional development / planning for new materials

Feb 01, 2021 to Jun 30, 2021 - Textbook committee

### Strategy 2

Align learning platforms and communication tools (Google Classroom, Classroom Web Sites, Remind, etc.)

Aug 31, 2020 to Oct 01, 2020 - Teachers

Collect communication information from families: email, devices, WiFi information, etc from families (especially at registration)

Aug 31, 2020 to Oct 02, 2020 - Clerks, Admin team, teachers

Help families create email addresses and WiFi connections

Oct 02, 2020 to Jan 31, 2021 - TBD

Connect families to Aspen so that they can monitor grades

Nov 02, 2020 to Jan 31, 2021 - TBD

### **Strategy 3**

Flexibly grouping/tiering students using up-to-date standard assessment (NWEA / TRC)

Sep 08, 2020 to Jun 18, 2021 - Teachers, MTSS Team

Planning time for small group instruction

Sep 08, 2020 to Jun 18, 2021 - Teachers

Regular MTSS Team Meetings once per month to review progress toward school wide goals. Strive for team that represents diverse stakeholders at school.

Sep 08, 2020 to Jun 18, 2021 - MTSS Team

Developing and using a universal progress monitoring tracking tool.

Sep 08, 2020 to Jun 18, 2021 - MTSS Team

Ensuring teachers enter MTSS information into Aspen

Sep 08, 2020 to Jun 30, 2021 - Teachers

## **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.**

The school annually reviews 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.

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

ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

**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.**

ALO, Saturday School, 21stCCLC activities, and summer school extends school time for students. Teachers are highly qualified, endorsed in their content areas, and meet the needs of their students

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

We offer college and career classes, teach innovatively, and conference with families about post-Chavez plans.

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

We pay teachers up to \$8000.00 more each year and aggressively recruit top talent.

**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.**

Lesson study, vertical planning, and conferences

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

Computer classes for parents, assemblies, and teacher led workshops

**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.**

Chavez summer school for rising kindergartners

**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.**

As part of the CBA, teachers vote on the assessments used.

**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.**

Students attend four hours extra of school each week and, additionally, may be tutored by teachers. In 3rd - 6th grade students participate in Saturday School with The Academy Group and/or Rashied Davis Saturday Place program. Many 8th grade students also come to school on Saturday to catch up on work.

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

We offer nutrition classes and sex education to our students as part of CPS Healthy School campaign.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

This will be accomplished at the opening PAC annual meeting

**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 second week of September

**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.**

The school will listen to all suggestions and respond quickly in person or via telephone call.

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

This will be accomplished at Open House, regular parent conferences, and report card pick ups.

**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.**

All teachers are taught by "highly qualified" teachers at Chavez. All parents have the right to request to see their child's teacher's 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.**

This will be accomplished at the annual PAC orientation meeting and on-going PAC meetings throughout the school year.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

This will be accomplished through parent-teacher conferences and parent-administrator conferences. Our school also offers computer classes for parents.

**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.**

This will be accomplished in professional development with staff of the school.

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

Chavez has a preschool for all state funded program.

**Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.**

This will be accomplished through robo-calls, newsletters, monthly calendars, and social media

### **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.)**

The school provides this daily -- highly qualified teachers using high quality instructional materials aligned to standards. Our mission is: To Learn, To Lead, To Succeed TOGETHER.

**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.**

CPS schedules report card pick-up meetings for parents twice a year.

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

CPS requires that schools send progress reports and report cards at regular intervals throughout the school year. Parents also have on-line access to their child's grade.

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

Staff is available to meet with parents during staff planning periods.

**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 welcome any time. Parents volunteer for a variety of school day activities (after CPS background clearance). Parents observe classroom activities when requested.

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

Monitoring attendance and homework completion. Parents can monitor grades through the Parent Portal.

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

Parents will consult with the school when the teacher or parent requests a meeting. Parents also participate in decision making on the BAC, PAC, and LSC.

**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).**

Good attendance, positive attitude, and class preparation.

## **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.**

Parents will work with the PAC and LSC to determine how to use these funds in the first quarter of the school year.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$7263.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00



<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00
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