

Christopher Columbus Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Grace Gibbs	Teacher	aggibbs@cps.edu	Has access
Martha Pino	Teacher	mepino@cps.edu	Has access
Bart Pienkowski	Teacher	bpienkowski@cps.edu	Has access
Monica Pietruszka	Counselor	mepietruszka@cps.edu	Has access
Anastasia Constantine	Special Education Teacher	aconstantine@cps.edu	No Access
Aneliya Frys	ELPT	afrys@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/13/2020	Bart, Monica, Wendy	CIWP review
02/21/2020	Bart, Monica, Martha, Grace, Wendy	SEF analysis
03/02/2020	Bart, Monica, Martha, Grace, Wendy	Complete priorities.
04/08/2020	Bart, Monica, Martha, Grace, Wendy	Complete framework on CIWP platform

Framework

Category scoring

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

Subcategory scoring

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

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** 5 Essentials Survey, Results of the SEF survey taken by ILT members, special education members, and bilingual members of the staff.
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Year Long Foci, ILT agendas, GLM agendas, LSC agendas, 5 Essentials data, SEF survey results.

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
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 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:** UbD Literacy and Social Science units, classroom libraries
- 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
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 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:** UbD units of study, SEF survey results, 5 Essentials results, Academic Enhancement lesson plans
- 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** UbD units, report cards, gradebook, on-track data, GLM agendas and artifacts
- 3 - MTSS
 - 2 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)
- 4 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)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 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)
- 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)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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:** Aspen MTSS input, on-track data, "Red Folders" data, MTSS BOY PD agenda
- 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
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** HS application process, advisory lesson plans,

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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** 5 Essentials results, Behavior Referral data, misconduct data
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 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)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders

- 2 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:** UbD Social Science Units, Academic Enhancement Lesson plans,
 - 3 - Physical and Emotional Safety
 - 3 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)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** 5 Essentials results, PBIS handbook, CHAMPS posted in classrooms, behavior referrals focusing on transition times.
 - 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Behavior Referral data, misconduct data, restorative student action plan artifacts
 - 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 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:** Volunteer applications, 5 Essentials data, Communities in Schools partnership, notices go home in English, Spanish, and Ukrainian.
-

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	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	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	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	4
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	MTSS: Growth on NWEA of students who are below grade level in Reading and Math
-------------------------	--

Root Cause 1	Lack of professional development for teachers around the processes, system, and steps
Area of Critical Need 2	Math attainment overall on NWEA; focus on Hispanic subgroup
Root Cause 2	Lack of differentiation for all students
Area of Critical Need 3	SEL: Student ownership of academics and behavior improvements
Root Cause 3	Lack of planning for implementation of LiM specific to our school's needs

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
SQRP: National School Growth Percentile - Math (Grades 3-8) Growth has been inconsistent the past five years. It currently stands at 43rd percentile overall. While there has been an improvement in math growth for the Hispanic demographic, it is below the overall growth.	Overall		47.00	51.00
	Latinx		42.00	49.00
Vision: NWEA Attainment G2-8 (Math) Attainment has been inconsistent the past five years. Currently it stands at the 67th percentile. While there has been an improvement in math attainment for the Hispanic demographic, it is below the overall attainment	Overall		71.00	75.00
	Latinx		52.00	59.00
Vision: NWEA Attainment G2-8 (Reading) Attainment has been inconsistent the past five years. Currently it stands at the 67th percentile. While there has been an improvement in reading attainment for the Students with IEPs demographic, it is below the overall attainment	Overall		67.90	71.00
	Students with IEPs		25.00	32.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	Increase teacher capacity to integrate math instruction into the CCSS, NGSS, and ESL strategies into practice through the use of small group, differentiated, and tiered lessons. As well as aligning resources. Through the use of unit plans aligned to CCSS to drive instructional improvement and using regular formative assessment strategies to measure student understanding.
Then we see...	Teachers continuing to integrate appropriate CCSS in planning and instruction while embedding WIDA standards. Students will receive CCSS aligned rigorous tasks that meet their individual needs via differentiation, including small group instruction, the individual targeted support, and will continue to be engaged in the math instruction. Teachers will integrate various techniques and strategies based on best practices, agreed upon by the teaching staff to implement in math instruction.
which leads to...	increased student achievement, including English Learners and Diverse Learners, in Math so that students achieve and surpass projected growth targets on the NWEA. In overall math, we will increase from 43% to 47% and math attainment from 66.3% to 71%. Latinx growth in math will grow from 35% to 42%. Latinx attainment will go from 46.3 increasing to 52%. All classroom teachers will participate in building math units to evaluate the alignment of CCSS and the integration of WIDA standards in the units. Summative and formative assessments will be used as an interim indicator for progress monitoring the implementation of this strategy, such assessments can be used in iReady and in classroom assessments. As well as the NWEA state test.
Budget Description	Professional text around math strategies; Flex day time for the math PLC, or use of a grade level meeting monthly, if flex days are not available. Budgeting for teacher summer planning hours (10-15 hours each) to create units. Content expert from the Office of Teaching and Learning to provide PD throughout the school year.

<p>Tags</p>	<p>Equity: Targeted Universalism, MTSS: Curriculum & Instruction, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) Create units of study for math for all grade levels.</p> <p>Tags:Math: Rigorous Tasks, Math: Curriculum</p> <p>• (Not started) Create a scope and sequence for Math to spiral learning and address gaps in curricular program (Envision Math)</p> <p>Tags:Math: Rigorous Tasks, Math: Curriculum</p> <p>• (Not started) Learn and implement various best practice strategies and techniques to supplement the curriculum</p> <p>Tags:Equity: Targeted Universalism, Math: Curriculum</p> <p>• (Not started) Implement strategies and assess the students based on those strategies.</p> <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Equity: Targeted Universalism, Math: Rigorous Tasks, Math: Formative Assessment</p> <p>• (Not started) Create and implement a math based PLC which will meet during flex days, if given the opportunity. Otherwise, a gradeband meeting will be used to have a PLC.</p> <p>Tags:MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum</p> <p>• (Not started) Teachers will analyze formative and summative assessments to monitor success of new strategies during gradeband meetings</p> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Math: Rigorous Tasks, Math: Formative Assessment</p> <p>• (Not started) Teachers will be trained on conducting peer observations and utilize these skills to observe and provide feedback to colleagues.</p> <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum</p>

	<ul style="list-style-type: none"> (Not started) A schedule of peer observations will be created by the ILT and implemented starting the 20th day of school. <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Teachers will receive PD around integrating Math into all content areas in an explicit way. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Teachers will integrate Math into all content areas throughout the school year. <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Lesson Plans will incorporate Math concepts, when appropriate to do so. <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) ILT and administrators will review lesson plans and provide feedback to colleagues regarding integrating math into content areas. <p>Tags:Assessment: Balanced Assessment and Grading, Math: Curriculum</p>
--	--

Strategy 2

If we do...	work to strengthen our MTSS process with a well developed MTSS toolkit, more frequent MTSS professional development, a stronger knowledge and use of the Problem Solving Process, have consistent MTSS support meetings and work to regularly implement MTSS with fidelity; in addition to regularly analyzing student work and conducting quarterly gallery walks to discuss student work and teacher practice
Then we see...	a clearer identification of tiered students and targeted support for students, teachers adapting and revising their practices based on data, more consistent growth in student work and assessment results; students will also be engaged in rigorous and robust instruction based on their identified areas of need
which leads to...	a growth in overall student performance, a rise in student assessment scores(In overall math, we will increase from 43% to 47% and math attainment from 66.3% to 71%. Latinx growth in math will grow from 35% to 42%. Latinx attainment will go from 46.3 increasing to 52%), stronger differentiation and more targeted interventions, more students transitioning from Tier II and to universal instruction and students meeting their growth targets on NWEA

Budget Description	Time for additional PD (before school starts in August, before and after school) Purchase red folders Possible time from someone from the MTSS office for support and/or PD Time for MTSS team to research MTSS KC resources to strengthen our toolkit
Tags	Curriculum, Instruction, MTSS, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Utilize tools on the Knowledge Center to strengthen our MTSS tools. Tags:MTSS, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams • (Not started) MTSS Professional Development: Train teachers on the use of Aspen to log interventions Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Analysis of student work through LASW protocol during GLM to have discussions around students' needs and progress. Tags:Instruction, MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Quarterly Gallery Walks held on PD days to analyze the implementation and success of quarterly units of study in Literacy. Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams • (Not started) MTSS team will create bi-weekly open meeting times for teachers meet with them and discuss the needs and or progress of a student on Tier 2 or 3. Tags:Instruction, MTSS, Personalized Learning: Tailored Learning/Differentiation • (Not started) MTSS check-ins for fidelity of implementation via the bi-weekly meeting with the MTSS team. Tags:MTSS, Personalized Learning: Tailored Learning/Differentiation • (Not started) Using biweekly and weekly formative assessments for progress monitoring of students in Tier 2 or 3; documenting progress in red folder system.

	<p>Tags: MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Strengthen teachers' knowledge and use of the Problem Solving Process by providing a flowchart of action steps to be implemented. <p>Tags: MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) MTSS assessment and self-assessment: Quarterly check in with the progress of strengthening the MTSS process by using the MTSS self assessment on the Knowledge Center. <p>Tags: MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Primary team will implement strategies learned from Orton Gillingham training to support students on Tier 2 and 3 in the primary grades. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Provide training on Orton Gillingham to intermediate teachers. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) MTSS Professional Development: Teachers will receive PD on how to implement the MTSS process with fidelity. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) MTSS Professional Development: Teachers will receive PD what a quality intervention is and how to monitor the progress of the intervention. <p>Tags:</p>
--	---

Strategy 3

If we do...	Provide quality staff training of Leader In Me program specific to Columbus needs, create a student lighthouse team. Implement Leader In Me practices with fidelity, as well as incorporating aspects of Leader In Me into content areas.
Then we see...	increased leadership of student participation in school activities, curriculum, other school decisions, and physical space of the building and student ownership of their own achievement.
which leads to...	Student empowerment and ownership of their learning and behavior choices. Discipline referrals for students overall will decrease by 10%. In overall math, we will increase from

	43% to 47% and math attainment from 66.3% to 71%. Latinx growth in math will grow from 35% to 42%. Latinx attainment will go from 46.3 increasing to 52%.
Budget Description	
Tags	CBE: SEL Integration, SSCE: Student Voice, SSCE: Student Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Lighthouse team to send survey identifying specific needs of staff in implementing LIM. Tags:Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Lighthouse team compiles list of staff concerns and creates a timeline of possible PD'S for LIM Tags:Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Lighthouse team to meet with Leader in Me Coach to plan a year long PD schedule targeting needs specific to Columbus Tags:Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Staff identifies school wide leadership roles for students Tags:SSCE: Student Voice, SSCE: Student Leadership • (Not started) Introduce and accept student applications of leadership roles. Tags:SSCE: Student Voice, SSCE: Student Leadership • (Not started) Student leadership teams will create WIGS (goals) for their committees Tags:SSCE: Student Voice, SSCE: Student Leadership • (Not started) Student leadership teams will plan and facilitate activities for school community. Tags:SSCE: Student Voice, SSCE: Student Leadership • (Not started) Transform physical space of Columbus to reflect principles/habits of LIM. Tags:OSEL: Supportive School Environment, SSCE: Student Voice • (Not started) Work on gathering evidence and putting together LIM evidence binder to obtain Lighthouse status

	<p>Tags:STE(A)M Schools: School Structures & Culture (SSS2)</p> <ul style="list-style-type: none"> • (Not started) LHC will check in with staff members regarding implementation of LiM practices after PD through peer observation, surveying teachers, and brief monthly check ins during open hours with LHC. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Teacher action teams are created for academics, culture, and leadership. <p>Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Teacher action teams create mission and vision for their teams. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Teacher action teams meet regularly to implement the goals of their teams. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Teacher action teams inform the LHC and staff on progress of their goals. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p>
--	---

Action Plan

Strategy 1

Create units of study for math for all grade levels.

Aug 23, 2020 to Sep 07, 2020 - ILT; Teachers

Create a scope and sequence for Math to spiral learning and address gaps in curricular program (Envision Math)

Aug 26, 2020 to Sep 05, 2020 - Teachers

Learn and implement various best practice strategies and techniques to supplement the curriculum

Jul 01, 2020 to Jun 18, 2021 - Teachers

Implement strategies and assess the students based on those strategies.

Sep 01, 2020 to Jul 18, 2021 - Teachers

Create and implement a math based PLC which will meet during flex days, if given the opportunity. Otherwise, a gradeband meeting will be used to have a PLC.

Sep 01, 2020 to Jul 18, 2021 - Teachers; ILT

Teachers will analyze formative and summative assessments to monitor success of new strategies during gradeband meetings

Sep 01, 2020 to Jul 18, 2021 - Teachers

Teachers will be trained on conducting peer observations and utilize these skills to observe and provide feedback to colleagues.

Aug 30, 2020 to Dec 26, 2020 - Teachers

A schedule of peer observations will be created by the ILT and implemented starting the 20th day of school.

Sep 29, 2020 to Jul 19, 2021 - Teachers; ILT

Teachers will receive PD around integrating Math into all content areas in an explicit way.

Sep 01, 2020 to Jul 18, 2021 - Teachers

Teachers will integrate Math into all content areas throughout the school year.

Sep 01, 2020 to Jul 13, 2021 - Teachers

Lesson Plans will incorporate Math concepts, when appropriate to do so.

Sep 01, 2020 to Jul 18, 2021 - Teachers

ILT and administrators will review lesson plans and provide feedback to colleagues regarding integrating math into content areas.

Sep 01, 2020 to Jul 18, 2021 - ILT; Administrators

Strategy 2

Utilize tools on the Knowledge Center to strengthen our MTSS tools.

Sep 08, 2020 to Dec 18, 2020 - MTSS Team

MTSS Professional Development: Train teachers on the use of Aspen to log interventions

Aug 31, 2020 to Dec 18, 2020 - MTSS Team Administration

Analysis of student work through LASW protocol during GLM to have discussions around students' needs and progress.

Oct 12, 2020 to Jun 09, 2023 - Administration Teacher Teams

Quarterly Gallery Walks held on PD days to analyze the implementation and success of quarterly units of study in Literacy.

Oct 12, 2020 to Jun 09, 2023 - Administration ILT

MTSS team will create bi-weekly open meeting times for teachers meet with them and discuss the needs and or progress of a student on Tier 2 or 3.

Oct 12, 2020 to Jun 09, 2023 - MTSS Team Administration

MTSS check-ins for fidelity of implementation via the bi-weekly meeting with the MTSS team.

Oct 12, 2020 to Jun 09, 2023 - MTSS Team Administration

Using biweekly and weekly formative assessments for progress monitoring of students in Tier 2 or 3; documenting progress in red folder system.

Oct 12, 2020 to Jun 09, 2023 - MTSS Team Administration

Strengthen teachers' knowledge and use of the Problem Solving Process by providing a flowchart of action steps to be implemented.

Aug 31, 2020 to Dec 18, 2020 - MTSS Team Administration

MTSS assessment and self-assessment: Quarterly check in with the progress of strengthening the MTSS process by using the MTSS self assessment on the Knowledge Center.

Aug 31, 2020 to Jun 09, 2023 - MTSS Team Administration

Primary team will implement strategies learned from Orton Gillingham training to support students on Tier 2 and 3 in the primary grades.

-

Provide training on Orton Gillingham to intermediate teachers.

-

MTSS Professional Development: Teachers will receive PD on how to implement the MTSS process with fidelity.

-

MTSS Professional Development: Teachers will receive PD what a quality intervention is and how to monitor the progress of the intervention.

Strategy 3

Lighthouse team to send survey identifying specific needs of staff in implementing LIM.

Aug 24, 2020 to Sep 02, 2020 - Lighthouse Team

Lighthouse team compiles list of staff concerns and creates a timeline of possible PD'S for LIM

Sep 02, 2020 to Sep 16, 2020 - Lighthouse Team

Lighthouse team to meet with Leader in Me Coach to plan a year long PD schedule targeting needs specific to Columbus

Sep 17, 2020 to Sep 25, 2020 - Lighthouse Team LIM coach

Staff identifies school wide leadership roles for students

Oct 05, 2020 to Oct 16, 2020 - staff

Introduce and accept student applications of leadership roles.

Oct 19, 2020 to Nov 06, 2020 - staff/students

Student leadership teams will create WIGS (goals) for their committees

Nov 09, 2020 to Nov 30, 2020 - staff/students

Student leadership teams will plan and facilitate activities for school community.

Dec 01, 2020 to Jun 01, 2021 - staff/students

Transform physical space of Columbus to reflect principles/habits of LIM.

Sep 06, 2021 to Feb 01, 2022 - staff/students

Work on gathering evidence and putting together LIM evidence binder to obtain Lighthouse status

Jan 03, 2022 to Jun 01, 2022 - Lighthouse Team

LHC will check in with staff members regarding implementation of LiM practices after PD through peer observation, surveying teachers, and brief monthly check ins during open hours with LHC.

Sep 01, 2020 to Jun 17, 2021 -

Teacher action teams are created for academics, culture, and leadership.

Oct 01, 2020 to Oct 15, 2020 -

Teacher action teams create mission and vision for their teams.

Oct 15, 2020 to Nov 16, 2020 -

Teacher action teams meet regularly to implement the goals of their teams.

Oct 15, 2020 to Jun 17, 2021 -

Teacher action teams inform the LHC and staff on progress of their goals.

Oct 15, 2020 to Jun 17, 2021 -

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Each year the ILT meets, analyzes multiple data points, and decides on a problem of practice school wide. The data points include: EOY NWEA, DIBELS, TRC, iReady Reading and Math, attendance, discipline and on-track data.

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

Currently we are implementing the Leader in Me as a way for students to improve their academic achievement and support the social emotional learning, as well. Students create their own goals in conjunction with their teachers, using their own data to set the goals.

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.

All teachers utilize differentiated instruction in various capacities: small group, varied approaches, and targeted instruction. All teachers plan using backwards design, following the Understanding by Design method. All teachers are trained in co-teaching, in order to serve students with disabilities. All teachers have received professional development from the ELPT on how to best support EL 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).

All teachers utilize differentiated instruction in various capacities: small group, varied approaches, and targeted instruction. All teachers plan using backwards design, following the Understanding by Design method. All teachers are trained in co-teaching, in order to serve students with disabilities. All teachers have received professional development from the ELPT on how to best support EL students.

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

We have branded our school to stand out from other neighborhood schools. We advertise that we are high performing and achieving. We also reach out to colleges and universities with strong education preparatory programs to recruit.

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.

We continue to learn and grow through the Leader in Me initiative. In addition, the ILT creates a year long PD foci in order to dive deeply into practices and support improvement in student achievement. All paraprofessionals are given access to the same PD as teachers, in order to support them better.

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

Columbus School holds multiple Family events per year: literacy night, math night, fitness night, poetry slam, multicultural night, movie night. These events are open to all families and include strategies parents can take home to support their child's learning. In addition, the PAC and BAC are advertised and parent participation is encouraged. Parents are frequently asked to join school activities such as field trips, celebrations of culminating projects, etc.

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.

The preschool teacher and kindergarten teacher collaborate throughout the year to ensure the transitioning students are ready for kindergarten. In addition, starting in May, the preschool students have many opportunities to visit the kindergarten classroom, meet the teacher, and spend time learning what kindergarten will be all about.

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.

Each year the teachers are given a list of mandatory and optional assessments. They vote on the optional assessments they believe would benefit their teaching and students' learning. In addition, teachers create their own assessments for literacy, social science, and science. Embedded in all core subjects units of study are formative assessments, which the teachers a snapshot of what students are mastering and where reteaching needs to happen.

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.

Monday through Thursday, a block of 45 minutes is dedicated to academic enhancement. During this time, teachers implement targeted instruction for students who are experiencing difficulties. In addition, teachers keep progress monitoring records for all students who are identified as having significant difficulties and consult with the MTSS team for supports and interventions.

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.

As laid out in the CIWP, all of the resources are aligned with federal, state, and local services and programs. The school counselor, psychologist, social worker, and clerk are all trained to identify families who need support and external resources. These families are contacted by one of the previously mentioned staff members, who discuss their needs with them and assist them in identifying resources useful to them.

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.

ESSA parent meetings are held throughout the year and parents are encouraged to attend these meetings with our ESSA coordinator. The CIWP coordinator sent a letter home to all parents inviting them to attend a meeting to work on creating the parent involvement plan and policy. CIWP plans and progress are discussed at LSC meetings where parents are invited to attend as well.

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

ESSA meetings are held at a time decided on as most convenient by the parents. The ESSA coordinator speaks with parents both when they are dropping them off at school as well as picking them up from school to remind them about the upcoming meetings. When area ESSA meetings are held, the ESSA coordinator arranges transportation and carpooling among parents so that as many as possible may attend. The informational meeting will take place on Sept. 23, 2020 at 6:00 p.m. and the organizational meeting will take place during the last week of September 23, 2020 at 6:30 p.m.

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 respond to suggestions by presenting to the administration. If the administration approves the ideas, they may then be presented to the staff. Parent suggestions and input can also be given at LSC meetings as well as ESSA meetings.

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.

Report cards are provided every ten weeks, with parents picking up report cards from their child's teacher at the end of the first quarter and the end of the second quarter. Every five weeks progress reports are sent home with the current grades of each student. Progress reports are to be shown to parents and signed and returned to school so that teachers know that parents are aware of their child's progress at least every five weeks. IAR results are distributed to parents when they arrive at the school.

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.

The Board of Education is responsible for notifying parents of students who are taught by teachers who are not considered to be highly qualified. When CPS notifies the principal to distribute the letters, she will do so.

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.

Parents are given information on these topics at ESSA meetings. Newsletters/flyers are also sent home to parents on how to work with their children at home. A yearly calendar is sent home showing when assessments are given and what they are, e.g. NWEA, DIBELS, IAR. The principal hosts informational meetings at least twice a year to describe assessments, what they measure, and what their child can expect. Parents also are given access to Parent Portal. During Parent Teacher Conferences, parents are encouraged to sign up and shown how to review their child's grades.

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.

Teachers are available by both phone and email for any parents that have questions about working with their children. In addition, Columbus has staff members who are available to translate for parents whose native language is not English. The school has also provided, and will continue to provide, parents who request help, information about free or reduced cost tutoring or homework help programs.

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 are educated by our ESSA coordinator as well as administration on the value of parent contributions in the education of their children. Teachers are encouraged to reach out to parents whenever possible and are available before or after school, as well as prep periods to communicate with parents concerning their children's education.

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.

Columbus has a preschool program, Preschool for All. Two times a year the preschool teacher holds parent workshops. These workshops teach the parents how to work with their children at home to prepare them for kindergarten both socially and academically. They are also given access to virtual Pre-K in order to utilize the resources found there. Lastly, parents are encouraged to volunteer and assist with small group learning on a weekly basis.

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.

Information sent home to parents is generally sent home in 3 different languages: English, Spanish, and Ukrainian. In addition, Columbus has staff members available to translate additional material a parent may not understand.

Policy Implementation Activities

<p>[X] The LSC will approve the school improvement plan and monitor the CIWP.</p>
<p>[X] <p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p></p>
<p>[X] <p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p></p>
<p>[X] <p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p></p>
<p>Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)</p> <p>Does not apply</p>

School-Parent Compact (Complete)

<p>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.)</p> <p>Columbus Elementary's mission is Together we empower, inspire, and persevere. All teachers create and collaborate to create units of study using the Understanding by Design model of planning.</p>
<p>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.</p> <p>Parent and teacher conferences are scheduled at the end of the first quarter, Nov. 2020, and the end of the third quarter, April 2021, in order for parents to pick up their children's report cards. Parents can also schedule conferences with teachers before or after school, or on the teacher's prep periods throughout the school year.</p>
<p>The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.</p> <p>Columbus provides progress reports on the 5th, 15th, 15th and 35th week of school that are sent home, signed and returned to school. In addition, report cards are provided after the 10th, 20th, 30th and 40th week of school. Parents may also contact the teacher for information as to how their child is doing.</p>
<p>The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.</p> <p>Staff is available on their prep periods. Parents may check in the office to inquire as to when a specific teacher's prep time is and to set up an appointment to meet with that teacher. If parents request a before or after school meeting, most teachers accommodate this request.</p>

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 welcomed and encouraged to volunteer for field trips as well as various other activities set up by the teacher. The office staff accepts volunteers to help with various tasks around the school as well. Parents may set up times to participate in and observe classroom activities with each individual classroom teacher. All parents complete the volunteer application required by CPS prior to their volunteer experience.

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

Parent can assist learning by making sure their child is to school on time, present for as many days as possible, helping with homework, communicating with the teacher and being involved with the school. If a parent would like more specific information as to how they can assist their child with learning, they may contact classroom teachers for further information and support.

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 can consult with the school via various committees (ESSA, bilingual, etc) LSC meetings, open house, family nights, etc. Columbus promotes an open door policy in which all parents are encouraged to share their ideas and opinions with staff.

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 share the responsibility by coming to school on time and prepared with a willingness to learn. Students should give their best effort and have a positive attitude. Students should feel comfortable enough to ask staff members for extra assistance when it is needed. They will continue to be trained on The Leader in Me, especially in creating wildly important goals for themselves and monitoring their progress.

Parent Budget (Complete)

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

Increase parent involvement through face to face meetings. To have access to resources for parents to use to assist them in helping with their child's education.

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

Account(s)

Description**Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$125.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$225.00
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)	\$798.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$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.	\$0.00