

William Jones College Preparatory High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/12/2020	Therese Plunkett, Joe Powers, Caitlin Miller, Justin Huang, Elizabeth Adelman, Heidi	SEF Rating and Setting goal discussion, setting calendar and timeline for CIWP process

Date	Participants	Topic
	Park, Kevin Conway, Darcy DeWolfe, Michell Charles,	
02/26/2020	all team	Discuss Rating Averages based on feedback form all committee members and their discussion with all stakeholders.
03/11/2020	all team	Consider data and discuss possible goals
04/01/2020	Google Meet: CIWP Team	Look at data to discuss custom metrics for school
04/15/2020	Google Meet: CIWP Team	Complete Goals, Root Cause Analysis related to our areas of Critical need, Homework for next meeting think about strategies
04/22/2020	Google Meet: CIWP Team and student representative	Questions about goals, Work on theories of Action, Start Action steps related to theories of action
04/28/2020	Google Meet: CIWP Team and student representative	Confirm Theories of Action, Work on Action Steps, Final comments
04/29/2020	Therese Plunkett, Darcy DeWolfe and student representative	Update LSC on CIWP work thus far
05/06/2020	Google Meet: CIWP Team	Finalize CIWP

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:** Jones College Prep directs all of our commitments to students under our vision of the Grad At Grad Values: "Intellectually Competent" "Socially Skilled and Mature" "Compassionate" "Socially Just and Responsible" "Well-Rounded and Holistic" As a school we work to address the needs academic needs of all students through the implementation of our Academic Lab program. This time built into our day is use for enrichment and intervention for struggling students. As a school we have also worked to improve policies (e.g. attendance and class cuts) that impact students learning. The creation of a horizontally and vertically aligned math, science, English and social science curriculum in an effort to close the achievement gap for students who enter the school from different elementary experiences with different abilities, so that all students have access to the same, high-level honor and college curriculum. The school's average advanced placement success rate (e.g. 3+) far exceeds the national average. Also, the PSAT and SAT Average exceed the national average. There is regular dialogue with the Counseling Team to determine and assist students and families with the college admissions processes (e.g. financial aid and college planning workshops for all students). The administration has been working to gather and present accurate data to teachers, parent and community regarding school progress. The principal provides updates on academic progress and budgetary matters to the Local School Council and provides a monthly report to the Friends of Jones. Significant funds are allocated to faculty and staff for external professional development activities. The administration is also working to target and provide internal professional development for faculty, paraprofessionals and security through the JC3 Committee and the ILT. The Jones faculty are the drivers of curriculum development and implementation. As such, every member of the faculty is asked to participate in the development of course plans and curriculum. Departments and course teams meet to develop vertical and horizontal alignment of curriculum. A vast majority of faculty members are involved in curricular and/or extracurricular leadership activities by being club leaders, committee members, or members of collaborative course teams, the ILT, LSC, writing grants, and developing and enhancing external partnerships. The administration has worked to cultivate external and continue external partnerships with Columbia College, Loyola University, ACE Mentoring program and others. Additionally, our law and engineering teachers have partnered with administration to develop and maintain many external partnerships with Chicago area firms and businesses to provide out of school learning experiences for our students. Faculty are involved in designing the program of studies, including sequencing of courses, development of new courses, and coordination between courses and departments. Freshman connection and the Eagle Leaders Mentor program improve connections between incoming students and Jones College Prep. Student Government Association (SGA), Black Student Union (BSU), and

Association of Latin American Students (ALAS), Minority Leaders of Impact (MLI), Jones Pride and other groups provide for special events to enhance the school community and celebrate our diversity. Eagle Lab provides the time and space for students and faculty to engage in Social Emotional Learning (SEL). Students focus on mindfulness and building community. The Jones ILT is representative of all departments and meets every week with the administration to lead the educational focus of the school. The ILT has helped to develop the school calendar including the block schedule, Academic Lab and Eagle Lab which provide both academic and social emotional Tier 1 MTSS interventions for all students. The ILT is involved with giving input on the professional learning targets for the school and coordinating professional learning at the department level including department-level and course team meetings and expectations. JC3 has been an integral part of addressing equity and equitable access for students and faculty at Jones College Prep. The department chairs work with the principal to provide input on department budgetary needs. The leadership and faculty have access to and work to analyze student performance data, such as aggregated and disaggregated SAT/PSAT, and AP, scores and data related to the school program. This information is shared with parents at LSC and FOJ meetings as well as in regular electronic communication to parents. The ILT leads departmental-level curriculum and course expectations design. The ILT works with members of their departments to determine optimal external professional development opportunities for individuals and teams. For example the math department attended the NCTM conference. The administration has worked with ILT and the counseling department to address the increasing number of hospitalized and extended absence students. Administration has worked on increasing the use of restorative practices when addressing the needs of students. Additionally, the administration has worked to communicate the issues that arise in the school, through the CDLT, to all stakeholders in a timely manner so that all aware and informed.

- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 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:** The Jones ILT is representative of all departments and meets every week with the administration to lead the educational focus of the school. The ILT has helped to develop the school calendar including the block schedule, Academic Lab and Eagle Lab which provide both academic and social emotional Tier 1 MTSS interventions for all students. The ILT is involved with giving input on the professional learning targets for the school and coordinating

professional learning at the department level including department-level and course team meetings and expectations. JC3 has been an integral part of addressing equity and equitable access for students and faculty at Jones College Prep. The ILT provides input on department budgetary needs. The ILT analyzes student performance data, such as aggregated and disaggregated SAT/PSAT, and AP, scores and data related to the school program. The ILT leads departmental-level curriculum and course expectations design. The ILT works with members of their departments to determine optimal external professional development opportunities for individuals and teams. The administration has worked with ILT and the counseling department to address the increasing number of hospitalized and extended absence students by putting policies in place to foster student success. Administration has worked on increasing the use of restorative practices when addressing the needs of students. Additionally, the administration has worked to communicate the issues that arise in the school, through the CDLT, to all stakeholders in a timely manner so that all are aware and informed. The administration works with various groups throughout the school to promote and display the various activities of the diverse groups at the school. Examples of this are the many performances and displays of our diverse student groups such as BSU, ALAS SGA, MLI, Dance, Drama, Music, and visual arts.

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
 - 2 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:** Most departments and course teams have been developing varied assessments to gauge student growth and student performance on important standards. Also, most content areas are working towards aligning units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately for the student at our school. Most teachers analyze formative data to determine mastery and pace. They work in course teams to discuss how much time it takes to adequately address the essential elements, and plan together to ensure essential content is articulated in all classes at all levels. Opportunity is given for advanced learners to extend core knowledge and skills. Also, most teachers differentiate so that curriculum is tailored to the strengths, needs, and interests of each student.
- 3 - Instruction
 - 4 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
- 2 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:** Individual teachers, course teams, departments, and the Instructional Leadership Team gather and analyze student data. Some of the analysis of this data precipitates associated professional development activities. For example the survey about culture has given way to JC3 providing professional learning experience for faculty. The faculty and administration fully implements the REACH evaluation model which, in part, helps faculty to better develop and implement rigorous, standards-based curricula. Principal provides information on school performance, distributes and explains the school's score card data, and communicates school priorities at least once per month with families via parent mass emails, Friends of Jones meetings, Local School Council meetings. Throughout the year, teachers routinely communicate clear academic expectations for student achievement with parents through teacher websites, Google Classroom, and personal emails, phone calls, and conferences with parents. The Administration attends high school fairs across the city, hosts an annual Open House for prospective 9th graders and their families, and meets with elementary school counselors to discuss admissions requirements.
- 3 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 2 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:**
- 2 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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:** Jones administration is currently work to implement and refine a freshmen through senior- focused MTSS program that will address the unique tiered supports needed by out student both on the social emotional and academic front. The school is particularly looking at how to best use the increasing amount of data that is becoming available to develop and implement new intervention. Tutoring is available in all instructional areas during Academic Lab period and is the primary intervention tool currently used. There are some identified students have regular check-ins with faculty and/or staff members. The administration is working to develop a way to use available assessment data to target priority groups and individuals for remediation and/or enrichment. The Freshman Connection and Eagle Leader Mentoring program aids in the early identification and intervention of student who may be having transitional issues in the high school environment. Members of the Special Education department, counselors, social workers, and the school psychologist work together with families to provide an array of wrap- around services for students. The school's support team works with CPS, SAS and various mental health agencies in the students' neighborhoods to assist in providing and recommending targeted support for students and families. Students with special needs receive all required services from teachers and staff. The Special Education team works with other outside agencies to support unique student needs.
- 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:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Most students have at least one adult advocate on campus who knows the student well and finds ways to challenge and support the student. Students and families have many opportunities to engage with adults on campus to ensure that each child is supported. The primary culture between students and adults on campus and with families has been reported as very strong, positive, collaborative, and respectful. Students with disabilities have many opportunities to integrate themselves into the curricular and extracurricular fabric of the school. Example of this are the ACES program and the Best Buddies program. School counselors meet regularly with students to discuss academic progress. They meet with students in seminar format, scheduled one on one conferences, and are available throughout the day to meet with students to discuss both social emotional and academic concerns. Teachers and counselors communicate academic progress with families through a variety of electronic methods. Additionally, most make themselves available for in person or phone conferences as needed. Parents frequently visit the school and meet with administrators, teachers, and counselors to discuss ways to support student learning. One of the school's parent organizations, Friends of Jones, send out a monthly newsletter that includes commentary from the Principal, teachers, and committee leaders about school improvement efforts, important events and school functions, and volunteer opportunities. Administration tracks student attendance and academic achievement and regularly communicates progress with parents. The Jones was recently website was redesigned to provide information to the community through electronic means. All faculty, staff, and students have ____@cps.edu e-mails. The administration uses Constant Contact for blast e-mails to parents. Parents have occasionally reported that emails are not returned, but most parents report that faculty are quite responsive to communication. Administration cultivate engagement with students and parents. Faculty and students demonstrate high levels of engagement, as evidenced in faculty REACH evaluations, particularly domain 2.
- 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:** Jones college prep students have numerous direct and indirect routes to ensure that their voice is heard on various matters of importance. Many of our student have been introduced to organizations such as Mikva Challenge to address and engage in matter of concern in the greater community. The administration works to actively seek student input on a wide and important range of matters. Students were involved in in meeting with administration regarding the tardy policy, homework policy and other school wide initiatives. Additionally, students often come to administration to report instances of concern. The administration has an open door policy and works to actively address concerns as they are made aware of the issues. The Student Government Association is involved in regular planning of Eagle Lab activities. This involvement was student driven and generated. The administration meets regularly with the Student Government member to tend to a wide array of school related matters. The athletic, counseling and all academic departments work collaboratively to identify and regularly disseminate information about programs outside of the school that foster and enhance skills (e.g., summer engineering internships, law internships, drama and other fine arts opportunities, volleyball camp, environmental programs, volunteer and travel abroad etc.). Jones offers students a wide array of athletic and co-curricular activities. Jones students are also encouraged to engage their peers and teachers when they are interested in offering new opportunities at the school. Jones offers Academic Lab and Eagle Lab, whereby students have time to meet with teachers and counselors to seek enrichment or assistance in various content areas.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** The school continues to refine discipline policies so that they are restorative, positive and effective. The school provides a physically and intellectually safe environment in which our students can develop. A complete safety and security audit has been conducted by the administration, and resultant modifications to the safety and security plan are being implemented. Fire evacuation, shelter-in-place, severe weather, and other emergency drills are regularly conducted. The school's safety plan is shared with local, state, and federal law enforcement officials. The administration meets with local law enforcement officers regarding safety and security matters pertaining to the campus and surrounding areas. The administration follows all CPS policy and procedure for reporting any necessary issues to the appropriate departments in an expeditious manner.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 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)
- 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** The school works to organize systems that support a restorative environment. However, we are working to be more proactive about communicating decisions, goals around approaches to discipline. We have started to address the SEL standard through our Eagle Lab but need to be more intentional about integrating the ISBE Social Emotional Learning (SEL) standards in the day to day classroom curriculum. Some content areas are ahead of others in this area, it would be great to have departments collaborate and share ideas of how to purposefully integrate these standards in the day to day classroom experience. The counseling department is intentional about addressing these standards in their grade-level seminars. There is a need for restorative work at the classroom and school level while some is evident it is not evident throughout the school. The school needs to work to support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning. Also we need to more formally and explicitly use a Multi-tiered System of Supports.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 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)
 - 2 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:** Principal leads LSC information sessions on school performance, distributes and explains the school's report card data, and communicates school priorities regularly with families via parent mass emails, Friends of Jones meetings, Local School Council meetings. Throughout the year, teachers routinely communicate clear academic expectations for student achievement with parents through teacher websites, Google classroom, and personal emails, phone calls, and conferences with parents. Teachers and counselors communicate academic progress with families through a variety of electronic mediums. Parents frequently visit the school and meet with administrators, teachers, and counselors to discuss ways to support student learning. The school's organization, Friends of Jones, sends out a monthly newsletter that includes

commentary from the Principal, teachers, and committee leaders about school improvement efforts, important events and school functions, and volunteer opportunities. Administration tracks student attendance and academic achievement and regularly communicates progress with parents. The website was redesigned. All faculty and staff have easily-accessible ____@cps.edu e-mails. The administration uses Constant Contact for blast e-mails to parents. Parents occasionally report that emails are not returned, but most parents report that faculty are quite responsive to communication. Jones has a welcoming environment; Parents frequently volunteer in the school's library, lead fundraising initiatives, booster clubs, and support the extracurricular activities of the school. Parents lead the school's parent-run organizations (LSC, Friends of Jones). Parents volunteer at all major school activities including school dances, school committees, school-wide registration and orientation, and other student, teacher, or parent sponsored school activities. Jones parents are also included in all major decisions that impact the culture of the school, issues related to student achievement, and budgetary matters. There was a successful Jones Welcome Night for admitted students, Freshmen Connection, Open House, and Gala fundraiser. Freshman connection and the Eagle Leaders Mentor program improve connections between incoming students and the school. Dance, drama and music productions along with ALAS Fest, BSU Showcase, Asian Club Performance, and other special events improve the school community. Members of the Special Education department, counselors, social workers, and the school psychologist work together with families to provide an array of wrap-around services for students. The school's support team works with CPS, SAS and various mental health agencies in the students' neighborhoods to provide targeted support for students and families. Students with special needs receive all required services from teachers and staff. The Special Education team works with other outside agencies to support unique student needs.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
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	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

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	4
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	2
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	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	Depth and Breadth of Student Learning and Quality Teaching: MTSS
Root Cause 1	No formalized/structured MTSS team
Area of Critical Need 2	Quality and Character of School Life: Relational Trust
Root Cause 2	Absence of or infrequent and informal check-ins between admin and SGA, PPC, PPLC
Area of Critical Need 3	Depth and Breadth of Student Learning and Quality Teaching: Instruction
Root Cause 3	Expectations for course teams were not explicit Relatively low teacher-teacher trust
Area of Critical Need 4	Structure for Continuous Improvement
Root Cause 4	Infrequent protocols or structures focused on school-wide issues Lack of explicit communication around school goals and priorities

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: SAT Cohort Growth Percentile (Blank)	Overall		70.00	75.00
	FRL Eligible		50.00	55.00
Vision: Attendance Rate (Blank)	Overall		93.00	94.00
	African American		93.00	94.00
Vision: AP Exam (Blank)	African American		85.00	85.00
	Students with IEPs		50.00	55.00
(Blank)				
(Blank)				

Required metrics (Highschool) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Goal is to move from Organized to Well Organized					

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Formalization/Structuring of MTSS Team Number of times the MTSS team (formally created) meets during the school year. Needs 1:Depth and Breadth of Student Learning and Quality Teaching: MTSS, Need 3: Depth and Breadth of Student Learning and Quality Teaching: Instruction, and Need 4: Structure for Continuous Improvement	5.00			10.00	12.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Increase in teacher Agreement with Communication of a clear vision for school. 5Essentials Survey > Instructional Leadership > ?Communicates a clear vision for our school? this addresses Need 4: Structure for Continuous Improvement -Percentage or responses that agree or strongly agree	52.00			60.00	70.00
Improvement in relational trust Teacher-teacher We will see an improvement in the rating to responses to the questions on the 5 essential survey relating to Need 2: Quality and Character of School Life: Relational Trust. Increase 5 essentials rating in Teacher-Teacher trust currently 44-Neutral performance in this areas	44.00			55.00	65.00
Increase parent completion rate of 5Essentials Survey Improve relational trust and structure for continuous improvement among all stakeholders and increase communications. Completion rate for parents on 5 essential survey Increase percent of parents that				50.00	60.00
Teacher response rate on 5 essentials survey Increase teacher response rate on the 5 essentials survey to get a clearer picture of perceptions on the school community.	70.90			80.00	90.00
Improvement in relational Teacher-Administration We will see an improvement in the rating to responses to the questions on the 5 essential survey relating to Need 2: Quality and Character of School Life: Relational Trust. Increase 5 essentials rating in Teacher-Teacher trust currently 44-Neutral performance in this areas	42.00			55.00	65.00

Strategies

Strategy 1

If we do...	Intentionally and purposefully implement a process for selection of members for the MTSS team which represent a diverse cross-section of content areas and dedicate pay or prep time given to members of MTSS, have the team work with administration to establish a clear referral system
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Then we see...	Increased efficiency, engagement, and direction of the MTSS team with an increased likelihood team will meet more often and be more commitment to the referral process for student in need of intervention
which leads to...	Improved SAT Cohort Growth (overall, FRL eligible), Improved attendance rates (overall, African American), Improved AP Exam (African American, students with IEPs) and an increase in the number of times MTSS team meets during school year
Budget Description	Ext. Day - Buckets or Release period in teacher schedule
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, ODLSS: Procedures and Standards, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> • (Completed) Recruit and establish MTSS Team Tags:MTSS • (Completed) Team creates MTSS referral system Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process • (Completed) MTSS referral system implemented Tags:MTSS: Fidelity of Implementation • (On-Track) MTSS team meets (monthly? bi-weekly?) to go through referrals and implement appropriate interventions Tags:MTSS: Problem Solving Process, MTSS: Shared Leadership • (On-Track) CIWP monitors successes, struggles, and needs on an annual basis Tags:MTSS: Fidelity of Implementation • (On-Track) Admin meets with MTSS team on a quarterly basis to assess needs and provide assistance Tags:MTSS: Problem Solving Process, MTSS: Shared Leadership

Strategy 2

If we do...	Explicit and intentional broadcasting of meeting times and objectives of SGA/PPC/PPLC and ILT; develop a formal process by which concerns of students and staff are brought to SGA/PPC/PPLC/Administration; and explicitly share the meeting minutes from meetings between SGA/PPC/PPLC and administration with students/staff [as appropriate]
Then we see...	Increased awareness and use of SGA/PPC/PPLC as forums to communicate issues and increased transparency in how issues are addressed at the school (HP)

which leads to...	Increased teacher-teacher and teacher-admin trust on 5Essentials Survey and increased rating on instructional leadership on 5Essentials Survey.
Budget Description	Cost Neutral
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Relational Trust, Equity: Inclusive Partnerships, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> (Not started) Establish a regular calendar of meetings scheduled in advance (start of year, subject to change) Tags: (Not started) Administration and SGA/PPC/PPLC establish a formal process by which students and staff can bring concerns Tags: (Not started) SGA/PPC/PPLC/ILT announce at the beginning of the year (annually) where meeting minutes can be found (and update throughout the year) Tags:

Strategy 3

If we do...	Regular acknowledgment and praise of current best practices for course team collaboration and Structure the yearly professional development schedule to allow for collaboration both within and across course teams
Then we see...	Discussions among staff about best-practices for course team collaboration; increased engagement and buy-in from students; and more differentiation in instruction
which leads to...	Improved SAT Cohort Growth (overall, FRL eligible); Improved attendance rates (overall, African American); Improved AP Exam (African American, students with IEPs); Increased teacher-teacher trust; Increased usage of MTSS referral process
Budget Description	Professional Development Consultants/vendors, External Grants/Foundation/In-kind(124)
Tags	Leadership for Continuous Improvement, Instruction, Relational Trust, Equity: Inclusive Partnerships, Equity: Resource Equity, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Science: Equitable Access, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Needs assessment for to address staff PD (Professional Development) needs Tags:

	<ul style="list-style-type: none"> (Not started) Plan PD around the central themes identified by needs assessment and form a team that meets regularly (monthly?) to plan and facilitate PD. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) EOY end of year) Assessment on staff PD to evaluate staff needs after one school year <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Plan 2021-2020 PD around the central themes identified by need assessment <p>Tags:</p>
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Strategy 4

If we do...	develop a meaningful, focused, consistent whole-staff professional development meeting schedule; make a clear, organized bank of protocols and resources available to all teachers; and emphasize professional development on equity issues (including racial, socioeconomic, diverse needs, and others) This is critical to address the implementation of anti-racist education for students and professional development for students.
Then we see...	More opportunities to explicitly communicate administration's goals; more opportunities for staff to participate in shaping the goals and vision of the school; and there will be an increase in teacher collaboration with administration to create an equity plan (for race, socioeconomic status, etc.) for the school. We need to be explicit about anti-racist priorities.
which leads to...	Improvement in 'Communicates a clear vision for our school?' rating on 5Essentials Survey ; increase in Teacher-Admin trust; increase in teacher-teacher trust; and Improved SAT Cohort Growth (overall, FRL eligible)
Budget Description	Will need to plan the Friday early release PD schedule carefully, also considering other PD plans for the school year that could work in unison with department meeting collaboration and JC3 Funding for PD External Grants/Foundation/In-kind(124), Local (115)
Tags	Leadership for Continuous Improvement, Instruction, Relational Trust, Assessment: Curriculum Equity Initiative, Equity: Inclusive Partnerships, Equity: Resource Equity, MTSS: Shared Leadership, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Science: Equitable Access, Teacher Leader Development & Innovation: Teacher Teams, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (On-Track) Evaluate school data on equity to determine areas of need <p>Tags: Equity: Inclusive Partnerships, Equity: Resource Equity</p> <ul style="list-style-type: none"> (Not started) Create a bank of clear and organized protocols for staff meetings (folder?)

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Form a team (like ILT, to read needs assessment and prioritize) with subcommittees that meet regularly (monthly) to plan and facilitate PD <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Identify district resources that will help us address our needs, such as all aspects of equity(race, socio-economic, diverse learner, ets), that can provide staff training (based on needs assessment, e.g. office of equity?) that can provide staff training on equity <p>Tags:</p>
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Action Plan

Strategy 1

Completed Jul 15, 2020

Recruit and establish MTSS Team

May 18, 2020 to Jun 30, 2020 - Administration

6/9/2020 11:40:00	teplunkett@cps.edu	t	t	t
6/9/2020 11:40:28	elmitchell1@cps.edu	Eric Mitchell	elmitchell1@cps.edu	administration
6/9/2020 11:40:36	rjimenez- rivera@cps.edu	Rafael Jimenez- Rivera	rjimenez- rivera@cps.edu	World Language
6/9/2020 11:49:54	tgrossman@cps.edu	Ted Grossman	tgrossman@cps.edu	English
6/9/2020 11:50:04	esmartinsek@cps.edu	Ellen Martinsek	esmartinsek@cps.edu	Science
6/9/2020 12:01:25	tlwaterman@cps.edu	Tory Waterman	tlwaterman@cps.edu	World Lang
6/9/2020 12:27:07	alfritsch@cps.edu	Amy Fritsch	alfritsch@cps.edu	English
6/9/2020 13:56:57	bcdipman@cps.edu	Benjamin Dipman	bcdipman@cps.edu	English

6/10/2020 12:31:25	etumpach@cps.edu	Elizabeth Adelmann	etumpach@cps.edu	Student Services
6/12/2020 9:47:41	kpconway@cps.edu	Kevin Conway	kpconway@cps.edu	Diverse Learners
6/12/2020 10:36:44	mhbahrmasel@cps.edu	Melynda Kroeger	mhbahrmasel@cps.edu	Diverse Learners
6/13/2020 7:24:06	pjpowers@cps.edu	Joe Powers	pjpowers@gmail.com	AdministrationTEam:

Completed Nov 12, 2020

Team creates MTSS referral system

Sep 07, 2020 to Sep 07, 2020 - MTSS Team

Completed Nov 12, 2020

MTSS referral system implemented

Sep 07, 2020 to Jun 30, 2022 - MTSS Team with Administration

On-Track Dec 02, 2020

MTSS team meets (monthly? bi-weekly?) to go through referrals and implement appropriate interventions

Sep 07, 2020 to Aug 01, 2022 - MTSS Team with administration and teachers

On-Track Nov 12, 2020

CIWP monitors successes, struggles, and needs on an annual basis

Nov 01, 2020 to Jun 24, 2022 - CIWP Team with Administration

On-Track Sep 04, 2020

Admin meets with MTSS team on a quarterly basis to assess needs and provide assistance

Nov 01, 2020 to Jun 30, 2022 - Admin/MTSS team

Strategy 2

Establish a regular calendar of meetings scheduled in advance (start of year, subject to change)

Sep 01, 2020 to Jun 30, 2022 - PPC, PPLC, SGA, ILT, Administration

Administration and SGA/PPC/PPLC establish a formal process by which students and staff can bring concerns

Aug 14, 2020 to Sep 16, 2020 - ILT, SGA, PPLC, PPC, Admin

Not started Dec 02, 2020

SGA/PPC/PPLC/ILT announce at the beginning of the year (annually) where meeting minutes can be found (and update throughout the year)

Sep 01, 2020 to Jun 30, 2022 - ILT, SGA, PPLC, PPC, Admin

Strategy 3

Needs assessment for to address staff PD (Professional Development) needs

Jun 01, 2020 to Aug 01, 2020 - Needs assessment for staff PD

Plan PD around the central themes identified by needs assessment and form a team that meets regularly (monthly?) to plan and facilitate PD.

Jun 17, 2020 to Jul 15, 2020 - ILT, Admin PPLC, teaching staff

EOY end of year) Assessment on staff PD to evaluate staff needs after one school year

May 24, 2021 to Jun 30, 2021 - ILT, Admin, PPLC

Plan 2021-2020 PD around the central themes identified by need assessment

Jun 16, 2021 to Jun 30, 2022 - ILT, Admin, PPLC, teaching staff

Strategy 4

On-Track Jul 15, 2020

Evaluate school data on equity to determine areas of need

Jun 01, 2020 to Aug 31, 2020 - Admin, MTSS team, ILT, teaching staff

Create a bank of clear and organized protocols for staff meetings (folder?)

May 27, 2020 to Jun 30, 2022 - Admin, PD team (to be created, see ToA 3)

Form a team (like ILT, to read needs assessment and prioritize) with subcommittees that meet regularly (monthly) to plan and facilitate PD

Jun 22, 2020 to Aug 31, 2020 - Admin, ILT, PPLC, PD team

Identify district resources that will help us address our needs, such as all aspects of equity (race, socio-economic, diverse learner, etc), that can provide staff training (based on needs assessment, e.g. office of equity?) that can provide staff training on equity

Jun 01, 2020 to Jun 30, 2022 - Admin, PD team

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

n/a

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

n/a

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.

n/a

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.

n/a

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.

n/a

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.

n/a

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.

n/a

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.

n/a

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.

n/a

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.

n/a

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)

The school in does not receive Title 1

School-Parent Compact (Not 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.)

(Blank)

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.

(Blank)

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

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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

(Blank)

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).

(Blank)

Parent Budget (Not 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.

(Blank)

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$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