

Bernhard Moos Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/15/2020	DeGiulio, Sweeney, Bolthouse, Sherif, Jones	

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
 - 2 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
 - 2 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:** Leadership and Continuous Improvement
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Writing workshop cycles

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** DeGiulio
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 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
 - 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
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 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:**

- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 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)
 - 2 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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 2 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)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community

- 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** MYP Community projects
- 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:**
- 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)
 - 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** -Tier 1, Tier 2 and Tier 3 SELinterventions (sticker chart, check in/check out, cool down corner, buddy rooms, Stop light behavior chart,) small groups based on SEL skills, and behavior plans with referrals for community counseling.) - Trauma informed PD -Inconsistent use of Discipline referral doc. -Alternate method to discipline (i.e. lunch detentions, saturday detentions)
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

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	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
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	3

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Reading Growth K-8th
Root Cause 1	Teachers focusing on Tier 1 instruction and not focusing on small group instruction.
Area of Critical Need 2	Math Growth K-8th

Root Cause 2	Not using NWEA data to inform instruction for flexible groups
Area of Critical Need 3	2nd Grade Attainment in Math and Reading (Primary attainment)
Root Cause 3	New curriculum lag and need for small group instruction.
Area of Critical Need 4	K-8th Attainment
Root Cause 4	Lack of structured writing workshop. 6th-8th

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Reading)	Overall		60.00	70.00
It represents our primary reading instruction.				
Vision: NWEA Attainment G2 (Math)	Overall		60.00	70.00
It represents our primary math instruction.				
Vision: NWEA Growth G3-8 (Reading)	Overall		60.00	70.00
If students are coming to school each day, every child should make at least one year of growth in math in order to close the achievement gap	Students with IEPs		40.00	50.00
Vision: NWEA Growth G3-8 (Math)	Overall		60.00	70.00
If students are coming to school each day, every child should make one year of growth in reading in order to close the achievement gap	Students with IEPs		40.00	50.00
Vision: Attendance Rate	Overall		96.00	96.00
We need our students here so they can meet their academic goals.				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey</p> <p>Supportive Environment: Is the school safe and supportive with high expectations?</p> <p>This was rated as Neutral according to the survey.</p> <p>Work on Student perception of GRIT, Student peer relationships and classroom rigor, student to teacher trust</p>					

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...	Provide IB and unit development training with time for collaboration
Then we see...	Teachers creating and revising authentic and engaging units of inquiry that focus on conceptual understandings, language development and standard mastery through the integration of Project Based learning and SEL
which leads to...	Increased student engagement through authentic and meaningful units causing an increase in both reading and math growth, increased attainment as well as an increase in student attendance.
Budget Description	Sub buckets, extended day, professional development, possible consultant
Tags	Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences, MGIB: IB
Action steps	<ul style="list-style-type: none"> (Not started) All staff in grades PreK - 5 will engage in IB PYP unit planning training where they will learn to plan transdisciplinary units of inquiry built with a theme, central idea and conceptual understanding at the heart of the units. <p>Tags:</p>

- (Not started) All staff in grades PreK - 5 will participate in scope and sequence planning (POI - Programme of Inquiry) together to improve vertical alignment and access to a variety of field trips, cultural studies and projects spanning all 6 grade levels.

Tags:

- (Not started) All staff in grades PreK - 5 will plan 6 units of inquiry (4 in PreK) that include engaging, authentic, and cultural learning experiences with many opportunities for student choice and voice. Teachers in Grade 6- 8 will revise current units for the same purpose.

Tags:

- (Not started) Dual Language teachers will participate in unit planning training that integrates elements of traditional (BUF) and holistic biliteracy frameworks to build correlations with the PYP units of inquiry.

Tags:

- (Not started) All Dual Language teachers will be trained in writing and articulating literacy and oracy objectives for language development and include them in their unit and daily plans.

Tags:

- (Not started) All Dual Language and Bilingual teachers will incorporate metalanguage development within unit plans to outline connections and transfer between languages, and identify cross-language strategies.

Tags:

- (Not started) The leadership team will research and make connections to local organizations in order to bring more local partnerships to our school (e.g. city college). We will write grants, if necessary, to increase our partnerships.

Tags:

- (Not started) Moos will invest in authentic cultural and linguistically relevant instructional materials including schoolwide environmental print and Spanish texts (mentor and leveled) for every classroom.

Tags:

- (Not started) Teachers will participate in a PLC to study and incorporate thinking routines to make student thinking visible and increase depth in their units of inquiry.

Tags:

	<ul style="list-style-type: none"> • (Not started) All teachers 6-8th will engage in vertical alignment of the key concepts, based on current units, and revise units to meet all 16 MYP concepts. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 6-8th teachers will attend MYP training that is focused on Investigating Inquiry and host a teach back of the information and resources they receive at training. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) All new subject specific teachers in 6-8th will receive initial MYP unit planning training for their subject area, specifically Language Acquisition (Spanish). <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Teachers will receive support to integrate the principles and practices of Understanding by Design and differentiated instruction in order to develop content and learner-centered curriculum, learning environments, and instructional practices that are inclusive of all students. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Unpack standards to create standards-aligned tasks, objectives and assessments <p>Tags:</p>
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Strategy 2

If we do...	create cycles of learning around best instructional practices such as flexible grouping, data-informed instruction, standards/task alignment/rigor, discussion and inquiry (ENGAGING STUDENTS IN LEARNING: 3C)
Then we see...	students being challenged and supported through responsive teaching, flexible grouping, feedback and scaffolding
which leads to...	Meeting the needs of more students causing an increased in student growth on NWEA reading and math.
Budget Description	CLG, teacher planning,
Tags	Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> • (Not started) Facilitate tiered assessment PD for small group instruction in math

Tags:Math: Formative Assessment

- (Not started) PD on using BAS/DIBELS data to plan for small groups

Tags:Assessment: Improving Assessment Literacy

- (Not started) PD on NWEA differentiation strategies

Tags:

- (Not started) Create student/parent ownership with clear school-wide reports for goals met and those on grade level (translated and parent-friendly reporting guides)

Tags:

- (Not started) Hosting school wide assemblies twice a year to celebrate students meeting their growth targets and being on honor roll.

Tags:

- (Not started) Create interim/formative assessments to guide instruction that are aligned to CCSS and NWEA Learning Continuum skills to supplement units

Tags:

- (Not started) Create and implement learning cycle to analyze RIGOR of student tasks, questioning and discussion using the DOK (and dual language stems)

Tags:

- (Not started) Dual Language and Bilingual/ESL teachers will engage in biliteracy development learning cycles focused on literacy-based ESL and language development strategies including those that build metalanguage awareness and enable the transfer of languages

Tags:OLCE

- (Not started) Dual Language and bilingual/ESL teachers will engage in assessing students' Spanish and English biliteracy development simultaneously throughout the year across content areas that inform biliteracy, Spanish literacy, and English language development instruction

Tags:

- (Not started) Provide professional development that supports teachers' understanding of inclusive practice and instructional strategies to facilitate collaborative planning and co-teaching that supports rigorous learning outcomes, additional support, and greater accessibility for our diverse learners.

	<p>Tags:ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) Creating and participating in learning walks that focus on the alignment of objectives and student tasks/ discussions <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Review instructional practices to promote student engagement <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop a PLC to study and implement inquiry in the classroom <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Yearlong Cycles of Learning and coaching with Chicago Literacy Group (writing cycles and Interactive Read Alouds) <p>Tags:</p>
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Strategy 3

If we do...	Consistently monitor our school-wide system of tiered interventions, tracking, problem-solving and data collection
Then we see...	Tiered small group instruction and interventions being administered with fidelity an increase in student engagement and positive behavior.
which leads to...	More students meeting growth targets on NWEA math and reading.
Budget Description	
Tags	MTSS, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) MTSS team will create a schedule of dates/times to meet with each homeroom teacher to ensure that we are monitoring at-risk students. <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> (Not started) Professional development will be given to teachers to review MTSS systems and procedures at the beginning of each school year, and teachers will have time to review interventions and progress from the previous school year. <p>Tags:MTSS: Shared Leadership</p>

	<ul style="list-style-type: none"> • (Not started) MTSS team will develop a centralized tracking document to monitor progress for all students receiving Tier 2 and 3 interventions. <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Administration will create a system to monitor interventions by observing and providing feedback to staff providing interventions. <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Teaching assistants will be trained on implementing Tier 3 interventions for both reading and math. <p>Tags:MTSS: Shared Leadership</p> <ul style="list-style-type: none"> • (Not started) Teachers will engage parents in the MTSS process by regularly communicating about interventions in place and student progress. <p>Tags:MTSS: Family and Community Engagement</p> <ul style="list-style-type: none"> • (Not started) An attendance committee will be created to monitor school-wide attendance trends and implement Tier 2 and 3 attendance interventions. <p>Tags:MTSS: Shared Leadership</p>
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Strategy 4

If we do...	Create a discipline system that guides students to take ownership, resolve conflict, and learn from their actions while supporting all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, repair relationships, and cause minimal disruption to learning
Then we see...	consistent communication between stakeholders, decrease in office referrals, improved staff-student relationships and student-student relationships.
which leads to...	More instructional time, improved attendance and higher growth on NWEA reading and math.
Budget Description	Subs for Responsive classroom/Trauma-Informed Practices PD
Tags	ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> • (Not started) Moos? Administrative Team will establish a Restorative Practices Implementation Team to plan, implement and collect data regarding readiness, needs and outcomes

Tags:OSEL: Supportive School Environment

- (Not started) Moos? Administrative Team and LSC will outline a general budget to support Restorative Practices work throughout the year

Tags:Budget & Grants, OSEL: Supportive School Environment

- (Not started) The R.P. Implementation Team will engage in trainings for Restorative Practices that model restorative principles, including the 3 R's (respect, repair and integration) and integrate new learning into schoolwide professional development

Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) The R.P. Implementation Team will plan events throughout the year that build ?buy-in? and readiness towards restorative practices for students, staff, and families

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) The R.P. Implementation Team will plan events that include Trauma-informed instructional practices PD

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment

- (Not started) The R.P. Implementation Team will create a multi-year infrastructure plan that outlines how the program develops over the next few years, and considers how other MTSS measures, school day schedules, job descriptions/roles, and programming support restorative practices throughout the school.

Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) A clear referral system will be created with practices designed for teachers, staff, and students to refer individuals into the restorative process

Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) Develop a flow chart for discipline referrals (action steps and who should be informed/ involved and follow-up procedures) that is prevention-focused and equitable for students

Tags:

- (Not started) The R.P. Implementation Team will engage in data-driven cycles of continuous improvement to reflect on the on-going work and adjust plans throughout the year

	<p>Tags: Structure for Continuous Improvement, OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> • (Not started) Develop age-appropriate and equitable behavioral progressions to determine response to behavioral misconduct <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) The R.P. Implementation Team will outline how to build restorative culture and language throughout the building <p>Tags: OSEL: Supportive School Environment</p>
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Action Plan

Strategy 1

All staff in grades PreK - 5 will engage in IB PYP unit planning training where they will learn to plan transdisciplinary units of inquiry built with a theme, central idea and conceptual understanding at the heart of the units.

Apr 01, 2020 to Sep 30, 2020 - PYP Coordinator All teachers

All staff in grades PreK - 5 will participate in scope and sequence planning (POI - Programme of Inquiry) together to improve vertical alignment and access to a variety of field trips, cultural studies and projects spanning all 6 grade levels.

Apr 01, 2020 to Jun 30, 2020 - PYP Coordinator All teachers

All staff in grades PreK - 5 will plan 6 units of inquiry (4 in PreK) that include engaging, authentic, and cultural learning experiences with many opportunities for student choice and voice. Teachers in Grade 6- 8 will revise current units for the same purpose.

Jun 01, 2020 to Jun 30, 2021 - PYP Coordinator MYP Coordinator All teachers

Dual Language teachers will participate in unit planning training that integrates elements of traditional (BUF) and holistic biliteracy frameworks to build correlations with the PYP units of inquiry.

May 01, 2020 to Jun 30, 2022 - Dual Language Coordinator ELPT Dual Language Teachers

All Dual Language teachers will be trained in writing and articulating literacy and oracy objectives for language development and include them in their unit and daily plans.

May 01, 2020 to May 31, 2021 - Dual Language Coordinator ELPT All teachers

The leadership team will research and make connections to local organizations in order to bring more local partnerships to our school (e.g. city college). We will write grants, if necessary, to increase our partnerships.

Jun 01, 2020 to Jun 01, 2022 - Principal Assistant Principal PYP Coordinator MYP Coordinator

Moos will invest in authentic cultural and linguistically relevant instructional materials including schoolwide environmental print and Spanish texts (mentor and leveled) for every classroom.

Apr 01, 2020 to Jun 30, 2021 - Principal Assistant Principal Dual Language Coordinator ELPT

Teachers will participate in a PLC to study and incorporate thinking routines to make student thinking visible and increase depth in their units of inquiry.

Sep 01, 2020 to Jun 01, 2021 - MYP Coordinator PYP Coordinator All teachers

All teachers 6-8th will engage in vertical alignment of the key concepts, based on current units, and revise units to meet all 16 MYP concepts.

May 04, 2020 to Dec 18, 2020 - MYP Coordinators 6-8th Teachers

6-8th teachers will attend MYP training that is focused on Investigating Inquiry and host a teach back of the information and resources they receive at training.

Aug 31, 2020 to Sep 30, 2020 - MYP Coordinator 6-8th Teachers

All new subject specific teachers in 6-8th will receive initial MYP unit planning training for their subject area, specifically Language Acquisition (Spanish).

Aug 31, 2020 to Sep 01, 2020 - MYP Coordinator 6-8th Teachers

Unpack standards to create standards-aligned tasks, objectives and assessments

-

All Dual Language and Bilingual teachers will incorporate metalanguage development within unit plans to outline connections and transfer between languages, and identify cross-language strategies.

Sep 01, 2020 to Jun 30, 2022 - Dual Language Teachers Bilingual Teachers Dual Language Coordinator ELPT

Teachers will receive support to integrate the principles and practices of Understanding by Design and differentiated instruction in order to develop content and learner-centered curriculum, learning environments, and instructional practices that are inclusive of all students.

Aug 17, 2020 to Jun 30, 2021 -

Strategy 2

Facilitate tiered assessment PD for small group instruction in math

Oct 01, 2020 to Nov 01, 2020 - Lauren Bolthouse

PD on using BAS/DIBELS data to plan for small groups

Sep 04, 2020 to Nov 06, 2020 - Sweeney

PD on NWEA differentiation strategies

Oct 01, 2020 to Dec 04, 2020 - ILT

Create student/parent ownership with clear school-wide reports for goals met and those on grade level (translated and parent-friendly reporting guides)

Oct 01, 2020 to Nov 30, 2020 - ILT /admin

Hosting school wide assemblies twice a year to celebrate students meeting their growth targets and being on honor roll.

Feb 01, 2021 to Mar 31, 2021 - Climate/Culture

Create interim/formative assessments to guide instruction that are aligned to CCSS and NWEA Learning Continuum skills to supplement units

Jun 01, 2020 to Aug 28, 2020 - ILT Grade Level Teams

Create and implement learning cycle to analyze RIGOR of student tasks, questioning and discussion using the DOK (and dual language stems)

Feb 24, 2022 to Feb 25, 2022 - PILT Grade Level Teams

Dual Language and Bilingual/ESL teachers will engage in biliteracy development learning cycles focused on literacy-based ESL and language development strategies including those that build metalanguage awareness and enable the transfer of languages

Jul 01, 2020 to Aug 29, 2020 - DLE Team Dual Language Coordinator ELPT Bilingual/ESL teachers

Creating and participating in learning walks that focus on the alignment of objectives and student tasks/ discussions

Sep 01, 2020 to Jun 18, 2021 - All Staff and Admin

Review instructional practices to promote student engagement

Sep 01, 2020 to Jun 17, 2022 - Sweeney/ Van Dyke

Develop a PLC to study and implement inquiry in the classroom

Sep 01, 2020 to Jun 17, 2022 - Sweeney/ Van Dyke

Yearlong Cycles of Learning and coaching with Chicago Literacy Group (writing cycles and Interactive Read Alouds)

Sep 01, 2020 to Sep 01, 2021 - CLG

Dual Language and bilingual/ESL teachers will engage in assessing students' Spanish and English biliteracy development simultaneously throughout the year across content areas that inform biliteracy, Spanish literacy, and English language development instruction

Jul 01, 2020 to Jun 30, 2022 - Dual Language teachers Dual Language Coordinator ELPT Bilingual/ESL teachers

Provide professional development that supports teachers' understanding of inclusive practice and instructional strategies to facilitate collaborative planning and co-teaching that supports rigorous learning outcomes, additional support, and greater accessibility for our diverse learners.

Aug 17, 2020 to Jun 30, 2021 - Instructional Leadership Team

Strategy 3

MTSS team will create a schedule of dates/times to meet with each homeroom teacher to ensure that we are monitoring at-risk students.

Aug 01, 2020 to Sep 04, 2020 - MTSS Team

Professional development will be given to teachers to review MTSS systems and procedures at the beginning of each school year, and teachers will have time to review interventions and progress from the previous school year.

Sep 07, 2020 to Oct 30, 2020 - MTSS Team, Teachers

MTSS team will develop a centralized tracking document to monitor progress for all students receiving Tier 2 and 3 interventions.

Aug 01, 2020 to Sep 03, 2020 - MTSS Team

Administration will create a system to monitor interventions by observing and providing feedback to staff providing interventions.

Aug 01, 2020 to Sep 25, 2020 - Administration

Teaching assistants will be trained on implementing Tier 3 interventions for both reading and math.

Apr 22, 2022 to Apr 22, 2022 - Teachers, teaching assistants

Teachers will engage parents in the MTSS process by regularly communicating about interventions in place and student progress.

Oct 02, 2020 to Oct 02, 2020 - Teachers

An attendance committee will be created to monitor school-wide attendance trends and implement Tier 2 and 3 attendance interventions.

- Administration

Strategy 4

The R.P. Implementation Team will plan events that include Trauma-informed instructional practices PD

Sep 01, 2020 to Jun 30, 2022 - Culture & Climate Team Counselor R.P. Implementation Team

A clear referral system will be created with practices designed for teachers, staff, and students to refer individuals into the restorative process

Aug 01, 2020 to Sep 30, 2020 - R.P. Implementation Team Culture and Climate Team Administration

Moos? Administrative Team will establish a Restorative Practices Implementation Team to plan, implement and collect data regarding readiness, needs and outcomes

Jul 01, 2020 to Aug 24, 2020 - Administrative Team

Moos? Administrative Team and LSC will outline a general budget to support Restorative Practices work throughout the year

Jul 01, 2020 to Sep 01, 2021 - Administration; LSC

The R.P. Implementation Team will engage in trainings for Restorative Practices that model restorative principles, including the 3 R's (respect, repair and integration) and integrate new learning into schoolwide professional development

Jul 01, 2020 to Jun 30, 2022 - Administrative Team R.P. Implementation Team

The R.P. Implementation Team will plan events throughout the year that build "buy-in" and readiness towards restorative practices for students, staff, and families

Sep 08, 2020 to Jun 30, 2022 - R.P. Implementation Team Culture & Climate Team

The R.P. Implementation Team will create a multi-year infrastructure plan that outlines how the program develops over the next few years, and considers how other MTSS measures, school day schedules, job descriptions/roles, and programming support restorative practices throughout the school.

Jul 01, 2020 to Dec 31, 2020 - R.P. Implementation Team Culture and Climate Team

The R.P. Implementation Team will engage in data-driven cycles of continuous improvement to reflect on the on-going work and adjust plans throughout the year

Sep 08, 2020 to Jun 30, 2022 - R.P. Implementation Team

Develop a flow chart for discipline referrals (action steps and who should be informed/ involved and follow-up procedures) that is prevention-focused and equitable for students

Aug 01, 2020 to Sep 30, 2020 - Culture & Climate Team R.P. Implementation Team Administration

Develop age-appropriate and equitable behavioral progressions to determine response to behavioral misconduct

Sep 01, 2020 to Jun 18, 2021 - BHT Culture & Climate Team R.P. Implementation Team

The R.P. Implementation Team will outline how to build restorative culture and language throughout the building

Jul 01, 2020 to Jun 30, 2022 - R.P. Implementation Team Culture & Climate 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.

All students will be administered state/district-wide tests, including NWEA, PARCC, and/or ACCESS. District-wide REACH (BOY/EOY) performance tasks will be administered to all students. In addition, BAS (beginning of year, middle of year, end of year) will be administered to students in grades K-2. The ILT will use this data in conjunction with the 5 Essentials Survey to analyze next steps for instructions.

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

Moos will continue utilizing data-driven instructional cycles for continuous improvement and to inform differentiated instructional approaches. Students not making adequate quarterly progress will be placed in MTSS (multi-tiered systems of support) Tier 2 or 3 intervention groupings. Opportunities for Algebra courses will continue for middle school students.

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 students work with the SEL curricula, Second Step, and Success Bound to support social-emotional, social, and behavioral needs. In addition, partnerships with community-based programs such as the Academy Group and Pitch In Mentoring provide additional opportunities for strategic SEL and academic support. All students are offered a wide range of afterschool classes and programs that include opportunities for increased support in SEL, Sports, and academic areas.

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

Students not making adequate quarterly progress will be placed in MTSS (multi-tiered systems of support) Tier 2 or 3 intervention groupings.

A full-time school guidance counselor provides additional support due to increased needs for behavioral, emotional, and social supports for students. Services include whole class, small group, and individual counseling sessions focusing on focusing on social-emotional well-being, career awareness and planning, social skills, and bullying awareness and prevention. The Restorative Practices Implementation and Culture and Climate teams will create a discipline system geared towards developing student ownership, conflict resolution, and reflection, while training staff in restorative approaches and responses in order to de-escalate, reteach, repair relationships and minimize disruptions to learning.

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

Moos leverages connections with professional development groups and local educational institutions such as the Gust Foundation, and universities that we partner with for student teaching placements (University of Illinois and DePaul) to identify high-qualified candidates with connections to vital aspects of our instructional framework. Teaching positions are filled through a multi-step process that includes a review of qualifications specific to the post including middle school, and bilingual or language-related endorsements and approvals. Candidates are pre-screened to verify qualifications and ensure the potential viability of servicing our school instructional needs, then move on to a group interview of teachers and instructional leaders using a pre-established questioning protocol and structure. When possible, candidates are asked to deliver a demo lesson. Finally, prior to offers being extended, professional references are assessed.

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.

As an international baccalaureate IB school, all teachers receive intensive training in the IB primary and/or middle years programme, outlining the IB curricular framework that is centered on cycles of inquiry, action, and reflection. Teachers also access year-round balanced literacy training through Teachers College and the Chicago Literacy Group. To support our emergent bilingual students, teachers receive intensive training and on-going professional development in biliteracy mapping and unit development that incorporates district-led models of practice. In addition, all teachers are offered year-round training in models of instruction and strategies to foster inclusion services for our diverse learner population. Through our Network 5 offices, teachers are provided with additional comprehensive professional development around curricular planning, lesson development, Depths of Knowledge, and creating performance assessments.

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

Strategic use of our Parent Advisory and Bilingual Advisory committees, in conjunction with our Local School Counsel, provides year-round programming and opportunities for parent meetings, activities, and workshops, in addition to volunteer opportunities throughout the school at the classroom, individual, and school level. Our PAC and BAC members also use walk-up informational tables and advocacy approaches at morning entrance to make contact with other parents. Committees utilize CPS's Parent University and Face programs to support this work. We also leverage community-wide access to social media and other computer applications such as Facebook, Twitter, and ClassDojo to share information regarding parent and family learning opportunities.

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.

All families are given the option to join our Dual Language Pre-K program that directly feeds into our primary Dual Language program. In addition, students can participate in summer camp opportunities that support the transition to kindergarten.

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.

Moos teachers are asked annually to weigh in on plans for structuring the following year's assessment options through participation in school-wide cluster grade-level meetings, and our Instructional Leadership meetings.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students not making adequate quarterly progress will be placed in MTSS (multi-tiered systems of support) Tier 2 or 3 intervention groupings. Student progress is tracked bi-quarterly through cluster grade meetings and the Instructional Leadership Team.

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

We are a Healthy-Certified school, have 2 Students in Temporary Living Situations liaisons, and utilize CPS' community and family programs such as FACE and OLCE's BAC network meetings to support our PAC and BAC work. We access afterschool funding through OLCE and CPS grants.

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.

The LSC, PAC and BAC committees will meet monthly to outline and review parent workshops/family activities designed to support family needs; provide testing data, and discuss a plan to monitor parent needs and ensure its implementation.

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

The PAC & BAC informational meetings are projected for September 11, 2020. The projected dates for our PAC and BAC organizational meetings are September 18, 2020.

We will announce meetings via classroom fliers, social media platforms, and robocalls. We will also post the agendas for parents by the main office, and the parent bulletin board at the Main Entrance. We will host Coffee & Donuts with the Principal and Assistant Principal, the last Friday of every month starting September 25, 2020, and we will review dates with parents at this time.

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.

Moos parents will receive information regarding the Title I program, including a description and explanation of the curriculum during our annual Open House event which will take place on September 17, 2020. Parents will have access to a confidential SUGGESTION BOX by the main office. In addition, we'll utilize digital and social media tools, including Facebook, the school website and instant messaging platforms to create robust, culturally-responsive, and accessible two-way channels of communications for parents and our school community. We will also seek the parents' input and address their concerns

through surveys, during Coffee with the Principal, during LSC, PAC, and BAC meetings, during parent-teacher conferences, etc. Parents will have opportunities to review their child's academic progress with the teachers during and, if necessary, request and/or participate in a conference to formulate a remediation plan to address their concerns.

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

Parents will be provided with assessment data for their children's progress on state or district-wide tests, including NWEA, PARCC, and/or ACCESS. We will provide school-wide data at our LSC, PAC, and BAC meetings, in addition to providing school-wide assessment results through the annual State of the School presentation and via the CPS School Report Card. Parents will also have the opportunity to talk to their teacher about their child's progress by calling for an appointment, messaging the teacher via instant messaging platforms, or e-mailing the teacher.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

All Moos teachers are highly qualified. Each year parents receive a letter stating that their teacher is "Highly Qualified". They will receive a letter letting them know they can come to the school if they have concerns/questions regarding this information.

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.

During school-wide events such as the Open House, parent workshops and meetings, parent-teacher conferences, and specific needs based conferences, teachers and the administrative team will explain academic, school-wide expectations and assessment results to parents, including how parents can support their child at home. Information will be provided in English/Spanish and when necessary, parents can schedule an appointment to discuss their child's progress.

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.

Parents have access to literacy, skills-based, occupational and academic programming offered through Parent University at nearby schools such as Clemente High School. Parents will also have access to computers and a printer in the Parent Room. The PAC and BAC committees will implement a plan to increase parental awareness and use of this resource. Professional development for parents to familiarize them with our education programming, with how to support their child's academic progress will be provided via workshops. We will continue seeking ways to provide additional leadership development training for parents to build further advocacy and authentic engagement opportunities through community-based partnerships such as the Pitch-In Program, and the Academy Group.

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.

Moos will emphasize the importance of parent partnerships via school professional development sessions, and implement a plan for building parent partnerships across the school community. To build more authentic engagement, Moos staff will organize school-wide events such as Family Reading and Math Nights to highlight student work and share effective strategies that parents can use to help their children at home. Teachers will also communicate with the parents regarding students' progress. In addition, Moos staff will create a list of volunteer opportunities throughout the building. This list will be sent out to parents and promoted by staff. Parents will be able to sign up for a variety of volunteer opportunities, and via workshops and social media communications, they will receive information regarding the steps necessary to become a school volunteer.

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.

The staff in our Pre-K program will be monitoring the parents who volunteer and the time they volunteer. They will encourage additional parents by having them participate in evening meetings, field trips, school celebrations, volunteering in classrooms and assisting with lunchroom activities.

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 regarding school-wide events, student progress, and meetings regarding different committees/groups will go out to parents and staff in English and Spanish. Moos will post all school-wide events, activities, and important dates on social media platforms. The school and teachers will use the Report Card Waivers to identify which parents require communication in another home language (Spanish), and will ensure that communications to parents are sent in both languages. If necessary, one of the clerks will translate information for staff who don't speak Spanish. During report card conferences, parents will have access to translators or telephonic translation during report card pick up.

Policy Implementation Activities

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

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Moos Elementary School educates our students to become active bilingual and biliterate members of society with the knowledge to function successfully in our ever-changing global community. With their insatiable desire to learn, our scholars will be challenged to have the confidence, empathy, and technological skills to persevere and make positive contributions to issues affecting their communities and the world.

We will continue to study best practices for instruction using balanced literacy approaches and IB curriculum.

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.

The Moos School teacher and parents will hold its first conference during the Back to School Open House. Then they will meet during the two district-mandated parent-teacher conferences to discuss grades and progress. Translation will be offered for those teachers and parents requiring support. The dates are scheduled by the Chicago Board Of Education. Teachers and staff are encouraged to communicate with parents on an ongoing basis and schedule additional parent/teacher conferences as needed.

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

Moos teachers will send out progress reports (every 5 weeks) and report cards (twice a year) to share student progress with parents/guardians. Parents of students not making adequate progress will receive notification of MTSS (multi-tiered systems of support) Tier 2 or 3 interventions. Teachers will also send out exams, and when necessary, remediation (MTSS) plans to outline the steps needed for parents and students to help improve student performance. In addition, parents will be instructed on how to access the CPS Parent Portal platform, as needed to review student progress. The school will also send out NWEA (beginning of year, middle of year, end of year) reports, BAS (beginning of year, middle of year, end of year) reports, ACCESS reports (when possible), and IAR and ISA (when possible).

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

Moos School parents will receive a copy of their child's teacher's schedule so that they know when the teacher is available. Teachers may utilize their prep periods to meet with parents, and if necessary, request coverage to accommodate a parent meeting. Parents are also able to call the school clerk to notify the teacher to call or e-mail the parent.

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.

Moos staff will create a list of volunteer opportunities throughout the building. This list will be sent out to parents and promoted by staff. Parents will be able to sign up for a variety of volunteer opportunities

during school-wide events, and via postings on bulletin boards and social media communications, they will receive information regarding the steps necessary to become a school volunteer. Parents will also be able to access information for volunteering and sign up for these opportunities via Moos? Parent Room, where we host workshops, arts and crafts, and parent meetings.

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

Parents will receive a contract at the beginning of the school year from their child's teacher to share strategies for parents to monitor homework accuracy and completion. Teacher/Parent will communicate to prepare a remediation plan if students receive a failing grade. Parents will monitor attendance to ensure student attendance stays at or above 95%. The school will send out reminders regarding attendance policies, parents will receive 5/10 day absence letters as well as attendance ?nudge? letters. The principal, assistant principal and dean of students will meet with the families of students who do not have consistent attendance.

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

The principal and assistant principal are available daily with parents. Parents are invited to participate in monthly LSC and Coffee with the Principal meetings and will receive information regarding the instructional program at Moos, assessment schedules, growth and attainment data, attendance percentages, and plans for upcoming curricular activity events, as well as opportunities to authentic engagement.

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 are expected to commit to being respectful, responsible, and collaborative in the classroom, in the hallways, in restrooms, and on the playground. Students will receive a copy of all their testing scores and other data collected by the teacher. They will set goals for each marking period with the teacher and describe the tools they will use to reach the goals set and how to assess them. This form will be sent home for parents to sign and then students will monitor it every 2 weeks to check items completed thus far (progress monitoring).

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.

Moos will establish a Parent Partnership plan with the overarching goal of increasing student achievement and well-being by enriching our family engagement practices and culture. This plan will focus on engagement at 3 levels: 1) classroom, 2) specific role, and 3) school.
Goal 1:

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 by used only by parents.	\$0.00