John B Murphy Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Christine Zelenka	Principal	cdzelenka@cps.edu	Has access
Rebeca Shick	Assistant Principal	lrleverenz@cps.edu	Has access
Gretchen Siffring	Parent	gretchen.warner@gmail.com	No Access
Christopher Ballar-Mientus	Art Teacher	cjballarmientus@cps.edu	No Access
Mary Bryant	Family		No Access
Jim Calabrese	Middle School Teacher	jjcalabrese@cps.edu	No Access
Danielle Munsen	Sped Teacher	dmmunsen1@cps.edu	No Access
Rachel Johnson	Primary Teacher	rlawrence9@cps.edu	No Access
Beth Carter	Librarian	ecarter32@cps.edu	No Access
Rebecca Conner	Pre-K Teacher	rrconner@cps.edu	No Access
Helen Youngberg	LSC Member	hrcyoungberg@gmail.com	No Access
Frank DeJohns	Teacher	fmdejohns@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/13/2020	Teachers	Reflection and analysis of Instruction, Student Voice,
01/28/2020	Student Government	Survey and focus group
01/25/2020	Open community meeting/focus group	SEF analysis and feedback
01/30/2020	Student focus groups Grades 2-8	Root cause analysis of 5 E's and survey data

Date	Participants	Topic
05/07/2020	ILT	CIWP Review
04/30/2020	ILT	Action Steps
04/20/2020	ILT	Theory of Action and Action Steps
03/30/2020	ILT	Theory of Actions
01/31/2020	Open Forum for Community/Family	SEF rating
02/10/2020	Open ILT Meeting	Review of Literacy practice
02/03/2020	ILT Meeting	5 Year Vision and Goal Setting

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)
  - 4 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
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**: The SEF schoolwide reflection and rating is based upon data collected from student surveys, student focus groups, parent/family meetings, and community engagement meetings.

- 4 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 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
  - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: The ILT and Grade Level Teams engage the Cycles of Inquiry as protocol; these groups are focused on differentiated needs of the group. Professional Development Plan for the year is aligned to the CIWP priorities with SMART goals.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**: Intentional work in lesson plan and unit plan development created reflective curriculum using Student Voice models. Evidence can be found in the shared grade level units of study.
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 4 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- o 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)
  - o **Evidence**: While our integrated units reflect student voice, GLTs root cause analysis gave us direction for focused word study/phonics in our NWEA data.
- 4 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 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
  - o 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
  - o 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 4 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: The SEF schoolwide reflection and rating is based upon data collected from student surveys, student focus groups, parent/family meetings, and community engagement meetings. Faculty regularly discusses assessment and grading practices as evidenced in the meeting minutes.
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 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)
  - o 4 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)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- o 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)
- o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 4 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)
- o 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 4 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)
- o 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)
- o 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 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)
- o 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)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)

- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: The SEF schoolwide reflection and rating is based upon data collected from student surveys, student focus groups, parent/family meetings, and community engagement meetings. MTSS Google Folders banks information to support this rating. Referral and progress monitoring and Aspen Logger utilized consistently.
- 4 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Evidence to CCR can be found in the Naviance data and successful high school placements in many selective enrollment schools.

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: The SEF schoolwide reflection and rating is based upon data collected from student surveys, student focus groups, parent/family meetings, and community engagement meetings. 5 Essentials reveals important data in mostly strong categories.
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 4 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 4 Experience a schoolwide civics culture
  - o **Evidence**: The SEF schoolwide reflection and rating is based upon data collected from student surveys, student focus groups. Focus groups were held for grades 2-8 and Participatory Action Research project to investigated community wealth index.
- 4 - Physical and Emotional Safety

- o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- o **Evidence**: School Community Representative, Security Team and adult groups focus on school security consistently. SEL/Climate Team meetings met weekly to evaluate Emotional Safety and submitted SEL certification for review.

- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Peer Conferencing and Student Government and MTSS behavior reviews and supports avoids suspension whenever possible. Suspension rates much lower than district average consistently.

- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: PAC PTO BAC LSC and Friends of Murphy are all strong working groups meeting consistently to support school mission and vision. Intense outreach and relationship building from all faculty but particularly from the School Community Representative's work.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**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**
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Literacy growth among students with IEPs
Root Cause 1	Varied and inconsistent phonemic/vocabulary/writing assessment, instruction, and progress monitoring.
Area of Critical Need 2	Literacy attainment among EL students
Root Cause 2	Varied and inconsistent phonemic/vocabulary/writing assessment, instruction, and progress monitoring.

Area of Critical Need 3	Math attainment among EL students
Root Cause 3	Developing math practices (rigor and complexity) and expectations of student learning across the grades

[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.

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 G2-8 (Reading)	EL		42.00	47.00
Utilizing the 5-year vision goals to think critically about student achievement with an equity lens, focusing on attainment is critical to advancing students to be prepared for high school and beyond. Approximately 68% of our student population is Latinx and 34% EL, both student groups are representative of the community we serve and the data indicates they are behind other student groups within our school.	Latinx		60.00	63.50

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Growth G3-8 (Reading) Utilizing the 5-year vision goals to think critically about Diverse Learner needs, comprising about 16% of our population, an area of need is DL growth in reading. Literacy skills, as well as developing student capacity to read and interact with rigorous/complex tasks is a necessary step to increasing growth with DL students. Our Latinx students comprise nearly 68% of our student population and while we are focusing on their attainment as a specific goal measure, their continued growth is essential to their overall long-term achievement.	Students with IEPs		52.00	55.00
	Latinx		60.00	62.00
Vision: NWEA Attainment G2-8 (Math) Utilizing the 5-year vision goals to think critically about student achievement with an equity lens, focusing on attainment is critical to advancing students to be prepared for high school and beyond. Approximately 68% of our student population is Latinx and 34% EL, both student groups are representative of the community we serve and the data indicates they are behind other student groups within our school.	EL		45.00	50.00
	Latinx		52.00	56.00
Vision: Attendance Rate Utilizing the 5-year vision goals to think critically about student attendance and the correlate to student achievement, it is vital we continue to work to get students to school. In part, this goal is also about working with families and developing a strong relationship with them so there is open communication and an opportunity to support them when attendance drops.	Overall		95.55	95.98
	Other Race		95.51	96.22
SQRP: National School Growth Percentile - Reading (Grades 3-8) Student growth on NWEA for our overall student population is key in developing all of our learners to meet or exceed their growth targets. This goal is reflective of our vision for the school as a whole.	Overall		59.00	62.00

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Student Voice					

Custom metrics (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Fine Arts participation in performing arts (orchestra, chorus, musicals, etc.) Our goal is to increase the participation of students and to have this reflect our school demographics.					

Strategies

Strategy 1

If we do...	Create a coherent phonics, vocabulary, and word study practice from preschool through grade eight using research-based strategies to address gaps in literacy skills to work with students with diverse learning needs and use common evaluatory tools to progress monitor student learning,
Then we see...	Collaborative teachers using common instruction and assessment practices, which advance student skills to access complex tasks and teachers routinely evaluate academic progress to minimize academic gaps and we ensure students have a greater capacity to independently access complex text.
which leads to...	An increase of 7% of Diverse Learning to 55% of Diverse Learners meeting or exceeding growth targets in NWEA Reading by end of year testing in SY22 (based on 5 year Vision).
Budget Description	Establish a literacy/writing committee (ext.pay), Orton Gillingham training (PD), Fountas and Pinnell upper grade writing resources (materials), expand Lexia licenses (materials), teacher text on literacy and equity (materials)
Tags	Equity: Resource Equity, Literacy: Shift 2-Leveraging Data to Close Gaps

Action steps	(On-Track) Adopt the Fountas and Pinnell Phonics, Vocabulary, and Word Study Program for grades K-5 Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (On-Track) Professional development training in Orton Gillingham Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) Establish a literacy committee to lead and support implementation of program Tags: (On-Track) Every 5 weeks grade level teams will use common data protocols developed by the ILT to monitor student progress and develop plans to adjust instruction Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth (On-Track) On a quarterly basis, the ILT will review and provide feedback on Literacy Units to Grade Level Teams focusing on the implementation and pacing of the new program, task complexity, and accessiblity/responsiveness Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, ODLSS: Instructional Quality (Not started) Engage in professional learning as a staff and in grade level teams on topics related to the goal determined by teacher interest, e.g. co-teaching and planning, understanding data, Webb's Depth of Knowledge, etc. Tags:

Strategy 2

If we do...	Engage in cycles of learning to implement research based strategies to work with EL students to develop fundamental language skills, acquisition of grade level CCSS and grade level content using a range of tasks
Then we see...	Consistent practices to meet EL needs in reading, which will advance student skills to access complex and rigorous tasks
which leads to...	An increase of 10% of English Learners to 47% of English Learners attaining at or above the 50th percentile in NWEA Reading by end of year testing in SY22 (based on 5 year Vision).
Budget Description	Lexia licenses for school (software), EL Committee (teacher extended day pay)

Tags	Equity: Targeted Universalism, OLCE
Action steps	• (Not started) With the support of the ELPT, teachers will engage in professional learning on the development of Model Performance Indicators (MPI) Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, OLCE • (Not started) The ELPT and EL Committee will provide feedback on MPIs to teacher teams through reviewing samples of unit plans and a common rubric. Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Provide professional development on task complexity and supporting EL students to access grade level standards and content Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Teachers will engage in professional reading and professional development on (cultural) responsiveness Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (Not started) Analyze units and tasks for EL strategies based on ACCESS scores, task complexity, and responsiveness. Tags:Leadership for Continuous Improvement • (Not started) Cohort development for ESL Endorsement Tags: • (Not started) Teachers will engage in 5 week data cycles using a common data protocol to identify student growth and make a plan to support areas of need or push student growth Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction

Strategy 3

If we do...	Engage in cycles of learning to identify high leverage practices to support EL students with complex and rigorous math tasks and use peer observations aligned to the TruMath Framework to further advance the Five Dimensions of Powerful Classrooms.
Then we see...	Instructional practices to meet EL needs in math, which advances student capacity to access complex and rigorous tasks

which leads to...	An increase of 11% of English Learners to 50% of English Learners attaining at or above the 50th percentile in NWEA Math by end of year testing in SY22 (based on 5 year Vision).
Budget Description	Dreambox licenses, GoMath accounts for EL
Tags	Equity: Liberatory Thinking, Math: Rigorous Tasks, Math: Formative Assessment

Action steps	• (Not started) Engage in cycles of learning as a GLT to develop and implement strategies for supporting EL learners in math
	
	  Tags:Math: Equitable Access
	
	• (Not started) Bi-monthly peer observations aligned to the Five Dimensions with grade levels and one grade ahead or below
	
	  Tags:
	
	• (Not started) ILT, ELPT, and EL Committee will engage in quarterly reviews of work samples for task complexity analysis
	
	  Tags:Math: Rigorous Tasks
	
	• (Not started) Grade Level Teams will engage in 5 week data protocols to review student data and adjust instruction
	
	  Tags:MTSS: Progress Monitoring, Math: Formative Assessment
	
	• (Not started) Engage families in understanding math task complexity through parent workshops, curriculum night, and school eblast/grade level communication
	
	  Tags:Family & Community Engagement
	
	• (Not started) Provide ongoing professional development on Levels of Cognitive Demand (Mary Kay Stein), building student-to-student discourse in math and in relation to other subject areas, and areas of growth determined by peer observations
	
	  Tags:Math: Rigorous Tasks, Math: Student Discourse
	
	• (Not started) Grade level teams will meet to vertically align math practice and map the scope and sequence of CCSS-Math
	
	  Tags:

Strategy 4

If we do...	If we engage students in fine arts programming through promoting the program with families and students, identifying students with interest in music, and provide students multiple opportunities to practice/perform to develop music literacy and literacy skills in other academic domains
Then we see...	Representation of student groups in the performing arts reflective of the school?s demographic and increased student engagement and literacy performance
which leads to...	An increase of 4% of the overall school performance to 57% of the overall population meeting or exceeding their growth target in NWEA Reading by end of year testing in SY22 (based on 5 year Vision) and a 50% increase in the current program enrollment.
Budget Description	Indicate performing arts as a high priority for CIS-Chicago (resource),
Tags	Arts Education: Equitable Access to the Arts, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5)
Action steps	(On-Track) Create engaging music literacy activities in general music class Tags:Arts Education: Artistic Literacy (On-Track) Create engaging instrumental activities in general music class Tags:Arts Education: Artistic Literacy (Not started) Creating performance opportunities through playing classroom instruments in the Murphy community Tags:Arts Education: Embedding the Arts School-Wide (Not started) Providing opportunities to experience professional ensembles in the community with a range of genres Tags:Arts Education: Equitable Access to the Arts (Not started) Student interest survey and recommendation for school ensembles Tags:Student Voice, Engagement, and Civic Life (Not started) Provide adult learning on music literacy and literacy in other academic domains Tags:Arts Education: Embedding the Arts School-Wide, Arts Education: Equitable Access to the Arts (Not started) Track student achievement (attendance, GPA, behavior) of students engaged in school ensembles, use student surveys to measure student engagement and assess student music literacy

	Tags:Student Voice, Engagement, and Civic Life, Arts Education: Assessment in the Arts

Strategy 5

If we do...	Develop a Social Emotional curriculum based on the tenets of Responsive Classroom and implement Responsive Classroom for the Middle School to build a coherent SEL program and continue to do adult learning on equity and restorative justice
Then we see...	School staff with the capacity to be responsive to student needs and common SEL language and practice to create students who feel supported and have strategies to navigate their world
which leads to...	A Very Strong rating in the category of Supportive Schools on the 5Essentials and an increase of 1.1% overall attendance rate to 95.97% over attendance by end of year in SY22 (based on 5 year Vision)
Budget Description	RC Training, RC Texts for PLC, Alternatives Training for new cohort of students and for staff
Tags	OSEL: SEL Instruction, OSEL: Supportive School Environment
Action steps	(On-Track) Develop grade level SEL lessons based on the tenets of Responsive Classroom for K-8 Tags:OSEL: SEL Instruction (Not started) Adopt Responsive Classroom for grades 6-8 and train teachers for the Middle School program Tags:OSEL: Supportive Classroom Environment (Not started) Establish common language and expectations for grade level SEL instruction and support strategies Tags:OSEL: Supportive School Environment (Not started) Provide restorative justice training to all staff and new Peer Conference students Tags:OSEL: Supportive and Equitable Discipline Practices (Not started) Share scope and sequence with families on website with links for more resources Tags:Family & Community Engagement

Action Plan

Strategy 1

On-Track Oct 27, 2020

Adopt the Fountas and Pinnell Phonics, Vocabulary, and Word Study Program for grades K-5

May 01, 2020 to Jun 30, 2020 - Principal

On-Track Oct 27, 2020

Professional development training in Orton Gillingham

Jun 01, 2020 to Aug 31, 2020 - DL Teachers and Teachers

Establish a literacy committee to lead and support implementation of program

Jun 01, 2020 to Jun 19, 2020 - ILT

On-Track Oct 27, 2020

Every 5 weeks grade level teams will use common data protocols developed by the ILT to monitor student progress and develop plans to adjust instruction

Sep 30, 2020 to Jun 18, 2021 - ILT and GLT

On-Track Oct 27, 2020

On a quarterly basis, the ILT will review and provide feedback on Literacy Units to Grade Level Teams focusing on the implementation and pacing of the new program, task complexity, and accessiblity/responsiveness

Sep 14, 2020 to Apr 08, 2022 - ILT

Engage in professional learning as a staff and in grade level teams on topics related to the goal determined by teacher interest, e.g. co-teaching and planning, understanding data, Webb's Depth of Knowledge, etc.

Aug 03, 2020 to Jun 18, 2021 - AP, ILT, GLT

Strategy 2

With the support of the ELPT, teachers will engage in professional learning on the development of Model Performance Indicators (MPI)

Sep 07, 2020 to Nov 27, 2020 - ELPT

The ELPT and EL Committee will provide feedback on MPIs to teacher teams through reviewing samples of unit plans and a common rubric.

Nov 02, 2020 to Jan 29, 2021 - EL Committee

Cohort development for ESL Endorsement

Sep 07, 2020 to Oct 30, 2020 - Principal and ELPT

Provide professional development on task complexity and supporting EL students to access grade level standards and content

Aug 24, 2020 to Aug 28, 2020 - ILT

Analyze units and tasks for EL strategies based on ACCESS scores, task complexity, and responsiveness.

Jan 29, 2021 to Jun 25, 2021 - ILT and GLT

Teachers will engage in professional reading and professional development on (cultural) responsiveness

Aug 24, 2020 to Aug 27, 2021 - ILT and EL Committee

Teachers will engage in 5 week data cycles using a common data protocol to identify student growth and make a plan to support areas of need or push student growth

Sep 28, 2020 to Jun 13, 2022 - GLT

Strategy 3

Engage in cycles of learning as a GLT to develop and implement strategies for supporting EL learners in math

Sep 07, 2020 to Jun 18, 2021 - GLT, AP

Bi-monthly peer observations aligned to the Five Dimensions with grade levels and one grade ahead or below

Oct 01, 2020 to Jul 16, 2021 - ILT

ILT, ELPT, and EL Committee will engage in quarterly reviews of work samples for task complexity analysis

Nov 16, 2020 to Nov 30, 2021 - ILT, ELPT, EL Committee

Grade Level Teams will engage in 5 week data protocols to review student data and adjust instruction

Sep 28, 2020 to Apr 15, 2022 - GLT, AP

Engage families in understanding math task complexity through parent workshops, curriculum night, and school eblast/grade level communication

Nov 02, 2020 to Apr 30, 2021 - GLT, Principal, AP, PAC/BAC/PTO

Provide ongoing professional development on Levels of Cognitive Demand (Mary Kay Stein), building student-to-student discourse in math and in relation to other subject areas, and areas of growth determined by peer observations

Dec 07, 2020 to May 31, 2022 - GLT, ILT

Grade level teams will meet to vertically align math practice and map the scope and sequence of CCSS-Math

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Strategy 4

On-Track Oct 27, 2020

Create engaging music literacy activities in general music class

Sep 07, 2020 to Jan 04, 2021 - FA Teachers

On-Track Oct 27, 2020

Create engaging instrumental activities in general music class

Nov 23, 2020 to Mar 05, 2021 - FA Teachers

Creating performance opportunities through playing classroom instruments in the Murphy community

Oct 01, 2020 to May 31, 2022 - FA Teachers, FA Committee

Providing opportunities to experience professional ensembles in the community with a range of genres

Nov 02, 2020 to Jun 03, 2022 - AP, CISC Coordinator, FA Teachers

Student interest survey and recommendation for school ensembles

Jan 04, 2021 to Jan 29, 2021 - FA Committee

Provide adult learning on music literacy and literacy in other academic domains

Aug 24, 2020 to Aug 28, 2020 - ILT

Track student achievement (attendance, GPA, behavior) of students engaged in school ensembles, use student surveys to measure student engagement and assess student music literacy

Jan 04, 2021 to Jan 03, 2022 - FA Committee

Strategy 5

On-Track Oct 27, 2020

Develop grade level SEL lessons based on the tenets of Responsive Classroom for K-8

Sep 07, 2020 to Dec 31, 2020 - SEL Committee

Adopt Responsive Classroom for grades 6-8 and train teachers for the Middle School program

Jul 01, 2020 to Jul 30, 2021 - Admin

Establish common language and expectations for grade level SEL instruction and support strategies

Jan 04, 2021 to Jul 30, 2021 - SEL Committee

Provide restorative justice training to all staff and new Peer Conference students

Oct 01, 2020 to Oct 30, 2020 - Peer Conference

Share scope and sequence with families on website with links for more resources

Sep 06, 2021 to Sep 30, 2021 - SEL Committee

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

On an annual basis overall school achievement and student group achievement on the State Assessment (IAR), NWEA, On-Track Measures, ACCESS, and daily attendance rate is reviewed by the entire staff to have a big picture understanding of our work. During this protocol teachers review all data and organize their analysis to reflect on their practice and set goals for the year. This practice allows for additional support of teachers and professional development to support instructional practice changes.

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

Through understanding our data, students requiring more support with MTSS Tier 2 and Tier support are identified and are provided intervention. Through continuous progress monitoring, interventions are adjusted to meet the gaps in learning. Students achieving above standards are offered enrichment opportunities. The CIWP for 2020-2022, focuses on advancing more students to attain at grade level or above.

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.

Teacher teams regularly engage in cycles of learning to implement new instructional practices which will advance the learning of all students and use targeted strategies to close gaps for historically underserved populations. In addition, teachers engage in professional learning on practice that created these inequities and develop their thinking to understand the complexities of systems and their role in disrupting this narrative.

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).

Part of our MTSS process is providing intervention and monitoring of students who are low achieving and at risk for summer school or promotion. Students are referred using the CPS Behavior Referral form and it is reviewed by the MTSS and BHT team. Students may receive short term support with the school counselor, referred for a support group, families provided with a conference and referrals, a behavior/SEL plan, etc. At times, a teacher may determine a whole group of students need support or mentorship and will match students with staff to meet with them to goal set and help them get back on track.

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

Teacher candidates are initially offered a phone interview and progress to an in-person interview with a team of teachers and school admin. The last stage of the process is often a mock lesson based on a Common Core State Standard of the grade level they are interested in. The in-person interview questions are balanced between pedagogical theory, content and strategies, instructional experience, relationships and handling conflict, and level of reflection/metacognition.

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.

A professional development plan is presented at the beginning of each year in alignment with the CIWP, this encompasses Grade Level Team Meetings, full staff professional development, professional learning committees (PLC), and opportunities to have outside learning, i.e. endorsements, ODLSS, OSEL, and attending professional conferences.

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

Parents and families have access to a resource library with text/materials on a range of parenting and school topics. There are events throughout the year where families are invited to the school to participate in community events, for parent organization, parent learning opportunities, school performances. The School Community Representative works to connect families to the school and supports them in connecting with resources.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

The Pre-K program follows the Creative Curriculum to prepare students for Kindergarten. In the summer we have Kick Off to Kindergarten which helps prepare students for the routines and academics of KG. Prior to the year beginning, teachers meet with students and families to prepare them for the new year.

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.

While there are standard assessments agreed upon through the Assessment Plan (NWEA K-8), teachers by grade level determine other assessments which will provide them necessary and ongoing data to meet the instructional needs of their students. In Grade Level Team meetings assessments are planned and discussed on a regular basis to ensure the data is used effectively and provides the needed understanding.

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.

Student data is reviewed on a regular basis and students performing below the 24th percentile on NWEA are targeted for MTSS support. The MTSS interventions occur during the school day utilize researched based interventions aligned to the area of need. Students are progress monitored on a bi-weekly basis and every 10 weeks are reviewed for the level of support they need. The MTSS logger in ASPEN is used to record interventions used with Tier 2 and Tier 3 students.

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

All staff needing training will receive it in a timely manner in order to adhere to guidelines. A point person will be designated as needed for grant funded programming to ensure program compliance.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

Murphy parents and caregivers receive regular information updates on these plans and policies through a variety of mechanisms including formal presentation at LSC and Parent Advisory Committee Meetings; biannual State of the School forums; and standard school communications (weekly newsletter, website, bulletin boards, etc.) English and Spanish materials are archived and made available both digitally and in print. As active participants in strategic planning and continuous improvement, parents are surveyed and included in focus groups to gather input. Parent leaders regularly step-up to participate in CIWP development, identifying improvement opportunities, prioritizing investments, and pursuing programming / certifications for the school.

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

Murphy School?s PAC has been growing and expanding its reach for the past 18 months ; we are excited to see how this parent organization and its Leaders can continue to help drive parent engagement at our school. Our PAC Officer team remains actively involved in Network and District events to ensure that insights, plans, and resources are brought back to Murphy. As the new school year begins, Murphy PAC officers plan with our Administration to prepare for our Annual (Informational) Meeting, Organizational Meeting, and compliance paperwork submission. Tentative dates for these two meetings in 2020 are September 25 and October 23; these will be finalized and updated for the CIWP document. Monthly PAC

meetings regularly occur on the 3rd Friday of each month and all parents / caregivers are invited to intent. We also promote parent participation in Network and District meetings; FACE2 and Parent University trainings; and the ODLSS-PAC.

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.

Murphy seeks out parent feedback and honors the input received. Focused feedback and adhoc suggestions are memorialized and shared with the broader community in meeting minutes and follow-up notes. Survey results are aggregated and shared broadly. The PAC and other parent groups (BAC, FOM, and PTO) use parent surveys to determine needs and interests of families. Multiple traditional, digital, and word-of-mouth communication mechanisms are used. It is a core expectation for Murphy Parent Leaders and Administration that feedback is acknowledged, follow-up occurs, and that closure is communicated. Even when suggestions are not implemented, we honor and encourage continued feedback by explaining why and fostering buy-in for decisions.

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.

During Student-led Conferences and report-card pick-up, teachers share this data directly with parents. Students also take an active role in discussing growth and goals.

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.

First, hiring will ensure that candidates have the proper endorsements and license. Second, we will send notification home based upon reports from Dashboard if there is a teacher who is not ?highly qualified?.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The State of the School forums, school and classroom newsletters, the parent guide, and parent groups will be used to share this information. In addition, the administration and teachers are always available for scheduled conferences regarding student progress and learning.

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.

Families are provided resources to help their child with homework in the form of usernames and passwords to websites that their child uses; native language explanations and translations of student text; recommendations to tutors at the library; parent information sessions on how to help their children (including Parent University and FACE2 programming; and support for using the Parent Portal and Google classroom using parent-dedicated Chromebooks

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.

During professional development, teachers and staff will engage in learning about the cultural and contemporary factors impacting the families of their students. In addition, part of the culture and climate of our school is to build strong relationships with families because they are ?teachers? to our students as well, there is an inherent relationship we have with families and it is our duty to make connections with them. Part of the work of each committee is to involve families in their objectives for the year, either in a learning experience or seeing them perform, etc

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.

Our pre-school is involved in all school activities (appropriate to age) such as Community Sing, school family nights, classroom buddies,etc. and by design the families are as well. We reach out to our Pre-K families to provide services, support, and opportunities for involvement to build strong relationships and to invest them in the school community

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

Information sent home is distributed in English and Spanish. Notices are posted on doors and around the building. Email is used for families with email. Conferences and other verbal communication is supported with a translator and translation equipment as needed.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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.)

In order to sustain John B. Murphy School as a positive learning environment, we will engage school personnel, students, parents, guardians, and other community members as valuable and contributing partners to always help us work toward excellence. We will maintain our reputation as the Caring Community by providing a safe, nurturing, child-centered climate where students develop a lifelong love for learning and appreciation for the Fine Arts.

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.

Parent-Teacher conferences are completed at a high rate per District schedule twice per year at the end of quarter 1 in November, and quarter 3 in April. These conferences are 'student-led' to promote student ownership for their learning and goals setting with families for authentic change and heightened success over time. These goals typically include academic and social emotional milestones with measureable goals. In addition, Parent-Teacher conferences are regularly utilized to collaborate around student learning which can be initiated by either teacher and parent/guardian request throughout the year.

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

All families are encouraged throughout the year to sign up and use ASPEN to monitor student grades. Parents/Guardians can get support with this during Curriculum Night, Community Day, Report-Card Pick up and other meetings with staff. Formal reports will be sent home every 5 weeks. Progress reports are sent home on Week 5, 15, 25, 35 and Report Cards are sent home on Week 10, 20, 30, 40. Diverse Learners will receive an IEP report card with their class report card. Parents/Guardians may always request an informal report be printed from ASPEN with current grades.

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

Both in Remote Learning and In-Person Learning, teachers are available to parents via phone, email, and by appointment. Families can reach teachers via their CPS email throughout the day and teachers are expected to make contact in a timely manner. Often, teachers and staff are available before or after school for in-person conferences or to speak by phone. Families can reach teachers by phone via the main office and a message will be left for the teacher to return the call.

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.

Teachers provide multiple opportunities for families to volunteer throughout the year, i.e. field trips, helping prepare special projects, assisting in the classroom, etc. At the beginning of the year, families are directed to register as Level 2 Volunteers if they plan to volunteer in the year. Families are supported in this process through computer access in the office and stations are set up during beginning of year events.

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

Parents and guardians of our children are vital to the culture of our school environment which promotes learning. We provide clear expectations for home learning environments, attendance, homework, conduct, faculty connections and parenting skills in a variety of modes including a parent handbook, signed parent contracts, monthly opportunities to attend meetings, email correspondance, weekly newsletter from the principal and counselor SEL outreach. The PAC advisory committee works on developing parenting skills and concept building through internal and external resources.

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

Parents and guardians are expected and participate in the decisions relating to the education of their children. Families are encouraged and prompted to have a voice and be a partner in decision making through both the general and special education programs. Families are invited to a individual early conference on a day prior to the school formally beginning. A curriculum night within the first month of school follows to further make connections about what students are learning and how the families can support/be supported in the process. Family consultations are also elicited through surveys, interviews with related service providers and certainly through Individual Education Plan/504 meetings.

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).

Student ownership for learning has been part of several school improvement initiatives over recent years. We believe and have created structures and routines which have developed this element of our school culture. Student-Led Conferences twice per year showcase their best work and set academic/social goals with their families for improvement. Schoolwide incentives for attendance include the monthly popcorn party for classes with best attendance, recognition for individual awards for attendance/academics in each quarter, student mentors are engaged with students needing attendance improvement. Student ownership for learning is also honored through academic choices offered in differentiation of curriculum/instruction. and practiced in grouops such as our Student Government, Peer Conferences, and Gay Straight Alliance.

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.

Parent training budget supports training sessions of our English Learner families, parenting skills and knowledge around gender identity, developmental stages of learning and mental illiness. These goals are met through ESP-led classes and partnerships with mental health organizations such as the Kedzie Center and Alliance.

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.	$1015.00
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.	$1050.00
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