

Portage Park Elementary School 2020-2022 plan summary

Team

| Name | Role | Email | Access |
|------------------|----------------------|---------------------|------------|
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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:**
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 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:**
- 1 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2nd 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)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 1 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)

- 1 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)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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:**
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)

- 2 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:**
 - 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:**
 - 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
 - 4 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 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)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 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)
 - **Evidence:**
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School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|-------|-----------------------------------------------------------------------------------------------------------------|---------------|
| 1 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 1 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 0 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 2 |
| 2 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | 0 |
| 2 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | 3 |
| 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: 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: Physical and Emotional Safety | 0 |
| 3 | Quality and Character of School Life: Relational Trust | 0 |
| 4 | Quality and Character of School Life: Family & Community Engagement | 0 |

Goals

Areas of critical need and root cause analysis

| | |
|-------------------------|-------------------------------------------------------------------------------------------------|
| Area of Critical Need 1 | National Attainment Percentile for Math - Grade 2 |
| Root Cause 1 | Lack of tiered supports, small group instruction, differentiation, lack of curriculum alignment |
| Area of Critical Need 2 | National Attainment Percentile for Math - Grades 3-8 |
| Root Cause 2 | Lack of tiered supports, small group instruction, differentiation, lack of curriculum alignment |
| Area of Critical Need 3 | National Attainment Percentile for Reading - Grades 2 |
| Root Cause 3 | Lack of aligned Tier 1 phonics instruction, tiered supports |

[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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------|----------------|----------------|
| <p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>Our school is working to improve overall math attainment through a rigorous and vertically aligned K-5 math curriculum called Bridges (implemented in SY19-20) and via strategic MTSS supports.</p> | Overall | | 68.00 | 70.00 |
| <p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>Our school is working to improve overall math attainment through a rigorous and vertically aligned K-5 math curriculum called Bridges (implemented in SY19-20), 6th-8th grade vertically aligned math curriculum called Open Up Resources (OUR), and via strategic MTSS supports.</p> | Overall | | 70.00 | 75.00 |
| <p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>Our school is working to improve alignment in whole group instruction and supporting students in need of tiered interventions.</p> | Overall | | 72.00 | 75.00 |
| <p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Our school is working on providing targeted tiered supports to students at all levels and improving our practices related to Tier 1 differentiation and small group instruction.</p> | Overall | | 70.00 | 75.00 |
| | Students with IEPs | | 90.00 | 95.00 |

| Metrics (select 3-5) | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------|----------------|----------------|
| SQRP: National School Growth Percentile - Reading (Grades 3-8) Our school is working on providing targeted tiered supports to students at all levels and improving our practices related to Tier 1 differentiation and small group instruction. | Overall | | 90.00 | 90.00 |
| | Students with IEPs | | 80.00 | 85.00 |

Required metrics (Elementary) (100% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|----------------|----------------|----------------|
| My Voice, My School 5 Essentials Survey In school year 2018-19, our 5 Essentials data fell from 60 to 49 in the component of Student-Teacher trust for the "Supportive Environment" category of the survey. Our school is will be working on school-wide implementation of restorative practices and through these practices, seek to improve relationship trust between students, families, and staff. | | | | 60.00 | 65.00 |

Custom metrics (0% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
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Strategies

Strategy 1

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| If we do... | ...Develop PD that builds teacher capacity to provide quality Tier 1 differentiation ...Develop PPES guidelines and protocols for admitting/exiting, monitoring and adjusting interventions for individual students ...Develop a PPES guide for screening and benchmarking students to identify specific student learning gaps within math and reading ...Establish diverse MTSS team comprised of administration and teacher leaders to coordinate, support, and develop capacity of teachers and interventionists in providing tiered supports in the classroom |
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| Then we see... | <p>...All teachers providing differentiated Tier 1 instruction that provides access and entry points for all learners across all content areas and grade levels ?A trusting environment where teachers coach and support other teachers with implementation of intervention best practices ...All teachers, interventionists providing consistent Tier 2 & 3 research-based intervention programs for math and reading ...Teachers utilizing benchmark and DWA progress monitoring data to group all students and develop targeted intervention plans at regular intervals</p> |
| which leads to... | <p>...75% of students in Tier 2 and 3 demonstrate improvement in progress monitoring data ...50% or more students receiving Tier 2 and 3 interventions will either exit the MTSS program or transition to a less intensive MTSS Tier each school year ...Increase of students meeting grade level proficiency in Tier 1 learning based on pre and post unit assessments, NWEA/MPG, Dibels/TRC Data ...75% of students Tier 2 and 3 SEL and attendance supports demonstrating improvement in progress monitoring data</p> |
| Budget Description | |
| Tags | <p>Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> |
| Action steps | <ul style="list-style-type: none"> • (Not started) In collaboration with ILT, Administration will develop a 2020-21 cycle of learning plan that builds teacher capacity to provide quality Tier 1 differentiation. Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction • (Not started) Identify PPES common screening and benchmark tools for all grade levels/bands Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction • (Not started) PPES Criteria and Protocol for admitting and Exiting Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction • (Not started) Develop PPES process for identifying specific student learning gaps within math and reading and assigning strategic interventions Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction |

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| | <ul style="list-style-type: none"> (Not started) PPES System and process for monitoring and adjusting interventions for individual students Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction (Not started) Establish diverse MTSS team comprised of administration and teacher leaders to coordinate, support, and develop capacity of teachers and interventionists in providing tiered supports in the classroom Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction (Not started) MTSS Committee will partner with scheduling committee to determine how to schedule support during small-group instruction and intervention blocks, create a block template for how to use intervention time. Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction (Not started) Develop and provide a year long overview to staff at BOY PD MTSS and BHT cycles. Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction |
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Strategy 2

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| If we do... | <p>...build the capacity of all teachers to provide tiered 1 differentiation to all students in their classrooms ...build the capacity of all teachers to provide tiered supports through small group instruction ...develop arts-integrated, UBD units ...develop instructional blocks that reflect a balance of whole group and small group instruction ...the ILT explicitly names high quality instructional practices that we should see across grade levels, content areas</p> |
| Then we see... | <p>...All learners able to access the general education curriculum with appropriate supports ...Teachers utilizing formative and summative assessment in order to develop targeted, small group instruction for all students ...Teachers implementing high quality instructional practices across all content areas and grade levels ...Teacher teams planning and implementing instructional blocks that demonstrate a commitment to student-centered, arts-integrated small group instruction</p> |
| which leads to... | <p>...Increase of students meeting grade level proficiency in Tier 1 learning based on pre and post unit assessments ...By Spring 2022, overall NWEA Student Growth Percentile has increased to 90th Percentile in Reading ...By Spring 2022, overall NWEA Student Growth Percentile has increased to 75th Percentile in Math ...By Spring 2022 NWEA Reading Growth will increase to 90th Percentile for Hispanic Students, 85th for DL ...By Spring</p> |

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| | <p>2022, NWEA Math Growth will increase to the 95th Percentile for Hispanic Students, 75th for DL ...By Spring 2022, overall NWEA Student Attainment has increased to the 85th Percentile in Reading ...By Spring 2022, overall NWEA Student Attainment has increased to 75th Percentile in Reading</p> |
| <p>Budget Description</p> | <p>Professional development will be provided by administration and teacher leaders during principal-directed time, PD days. Arts Coordinators, who are current Portage Park teachers, will provide arts-integrated additional professional development during principal-directed time and PD days. Funds will be budgeted in the sub bucket for school-wide instructional walks and peer observation.</p> |
| <p>Tags</p> | <p>Instruction, Arts Education: Embedding the Arts School-Wide, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> |
| <p>Action steps</p> | <ul style="list-style-type: none"> • (Not started) Pre-planning of small group differentiation for units (list of targeted skills for each group) Tags:Instruction, Arts Education: Authentic Arts Integration • (Not started) Planning time during BOY PD Week about ways to structure instructional blocks Tags:Instruction, Arts Education: Authentic Arts Integration, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Meet as teaching teams, grade level teams to discuss reflect on implementation of blocks and refine plan for small group instruction using BOY data Tags:Arts Education: Authentic Arts Integration, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Develop a multi-year learning plan for developing teacher capacity in using differentiation strategies to provide tiered supports for all learners in the classroom that includes time to collaborate with colleagues and peer observe. Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Plan and schedule ILT, MTSS Committee, and Schoolwide Instructional Core Walks for SY 21, 22 Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) ILT, MTSS Committee reflect on instructional walk, unit and student work, and EOY student outcome data to refine school-wide professional development plan for year 2 (2021-2022) of implementation. |

Tags:Instruction, Arts Education: Authentic Arts Integration, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Strategy 3

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| If we do... | ...Provide all staff training around restorative practices ...Provide grade level tier 1 behavioral management training such as C.H.A.M.P.S. ...Develop and implement peer conferencing protocol ...Develop progress monitoring tool to measure fidelity of tier one behavior management and restorative practice ...Develop and administer student survey |
| Then we see... | ...Will see an increase in restorative practice usage ...Will see consistent tier 1 behavior management strategies ...Will see an increase in student ownership ...Will see an increase in full implementation of SEL systems ...Will see an increase in student voice |
| which leads to... | ...A more conducive learning environment leading to increasing student achievement, less peer conflict referrals to Dean of Students ...Clear, school-wide expectations leading to student attendance rate to 96% in 2020-21 and 96.5% in 2021-22 ...An overall increase of the student on-track rate to 65% in 2020-21 and to 70% in 2021-22 ...Our rating for 'Supportive Environment' improves from 'neutral' to 'strong' by 2022 |
| Budget Description | |
| Tags | OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions |
| Action steps | <ul style="list-style-type: none"> • (Not started) Provide all staff training around restorative practices and grade level tier 1 behavioral management training such as C.H.A.M.P.S. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Develop and implement peer conferencing protocol with 7th and 8th grade students. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Develop progress monitoring tool to measure fidelity of tier one behavior management and restorative practice that can be used by grade level teams to give feedback to colleagues. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Administer student survey to allow student body to have voice in school-wide behavioral management system. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment |

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| | <ul style="list-style-type: none"> • (Not started) Provide overview of school policies, behavior management systems across grade bands, and best practices for two-way communication to staff, students, and families <p>Tags:FACE2: Parent Engagement, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> |
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Action Plan

Strategy 1

In collaboration with ILT, Administration will develop a 2020-21 cycle of learning plan that builds teacher capacity to provide quality Tier 1 differentiation.

May 01, 2020 to Jul 01, 2021 - Admin/MTSS Committee/ILT

Identify PPES common screening and benchmark tools for all grade levels/bands

May 01, 2020 to Jul 01, 2021 - Admin/MTSS Committee/ILT

PPES Criteria and Protocol for admitting and Exiting

May 01, 2020 to Jun 01, 2021 - Admin/MTSS Committee/ILT

Develop PPES process for identifying specific student learning gaps within math and reading and assigning strategic interventions

May 01, 2020 to Jul 01, 2021 - Admin/MTSS Committee/ILT

PPES System and process for monitoring and adjusting interventions for individual students

May 01, 2020 to Jan 01, 2021 - Admin/MTSS Committee/ILT

Establish diverse MTSS team comprised of administration and teacher leaders to coordinate, support, and develop capacity of teachers and interventionists in providing tiered supports in the classroom

May 01, 2020 to Jul 01, 2021 - Admin/MTSS Committee/ILT

MTSS Committee will partner with scheduling committee to determine how to schedule support during small-group instruction and intervention blocks, create a block template for how to use intervention time.

May 01, 2020 to Oct 01, 2020 - Admin/MTSS Committee/ILT

Develop and provide a year long overview to staff at BOY PD MTSS and BHT cycles.

May 01, 2020 to Oct 01, 2020 - Admin/MTSS Committee/ILT

Strategy 2

Pre-planning of small group differentiation for units (list of targeted skills for each group)

Jun 01, 2020 to Oct 01, 2020 - Admin/ILT

Planning time during BOY PD Week about ways to structure instructional blocks

Aug 01, 2020 to Sep 30, 2020 - Admin/ILT

Meet as teaching teams, grade level teams to discuss reflect on implementation of blocks and refine plan for small group instruction using BOY data

Aug 01, 2020 to Jan 01, 2021 - Admin/ILT

Develop a multi-year learning plan for developing teacher capacity in using differentiation strategies to provide tiered supports for all learners in the classroom that includes time to collaborate with colleagues and peer observe.

May 01, 2020 to Jul 01, 2021 - Admin/ILT/Fine & Performing Arts Coordinators

Plan and schedule ILT, MTSS Committee, and Schoolwide Instructional Core Walks for SY 21, 22

Jun 01, 2020 to Jun 01, 2021 - Admin/ILT/Fine & Performing Arts Coordinators

ILT, MTSS Committee reflect on instructional walk, unit and student work, and EOY student outcome data to refine school-wide professional development plan for year 2 (2021-2022) of implementation.

Mar 01, 2021 to Sep 01, 2021 - Admin/ILT/MTSS Committee/Fine & Performing Arts Coordinators

Strategy 3

Provide all staff training around restorative practices and grade level tier 1 behavioral management training such as C.H.A.M.P.S.

Aug 01, 2020 to Jun 01, 2021 - Admin, BHT, Student Advocate, OSEL Coach, School Climate Team

Develop and implement peer conferencing protocol with 7th and 8th grade students.

Aug 01, 2020 to Jun 01, 2021 - Admin, BHT, Student Advocate, OSEL Coach, School Climate Team

Develop progress monitoring tool to measure fidelity of tier one behavior management and restorative practice that can be used by grade level teams to give feedback to colleagues.

Aug 01, 2020 to Jun 01, 2021 - Admin, BHT, Student Advocate, OSEL Coach, School Climate Team

Administer student survey to allow student body to have voice in school-wide behavioral management system.

Aug 01, 2020 to Jun 01, 2021 - Admin, BHT, Student Advocate, OSEL Coach, School Climate Team

Provide overview of school policies, behavior management systems across grade bands, and best practices for two-way communication to staff, students, and families

May 01, 2020 to Oct 01, 2020 - Admin, BHT, Student Advocate, OSEL Coach, School Climate Team

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.

The ILT, MTSS Committee, BHT, and Culture and Climate using District-Wide Assessment data, intervention progress monitoring data, grades, and other district-provided metrics including on-track data to determine schoolwide needs and identify areas of focus and their aligned strategies.

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

All three areas of focus and correlated strategies were chosen to not just address students' foundational needs, but to ensure that they reach grade-level proficiency and beyond. In particular, our MTSS and

Instruction areas of focus were developed to ensure that all of our students make growth and eventually reach grade level proficiency and advanced levels of achievement.

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 3 areas of focus will focus on ensuring all learners - all subgroups including EL, DL, and all students in need of Tier 2/3 supports - unique needs are addressed using research-based interventions including Wilson, Touchmath, additional research-based differentiation strategies, CHAMPS/Calm Classroom/Responsive Classroom for SEL needs.

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).

Instruction/MTSS: Specifically created to address the needs of our students who are currently not meeting grade level proficiency. They will receive tiered supports in a small group setting. SEL: Mentoring, counseling, and small groups will be provided.

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

We utilize hiring teams made up of general ed. teachers, LBS1s, specials teachers and administration to provide a broader perspective of teacher quality. After we sort through resumes of possible candidates, we phone screen applicants with questions about instruction as it is in our school. Then we conduct face-to-face interviews and the final step is a demonstration lesson. We have found this rigorous process has enabled us to find high-quality teachers.

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.

All professional development opportunities are rooted in our CIWP. The learning necessary to achieve the goals set out in the CIWP is the focus of PD. On staff development days, all staff is trained to ensure we meet state standards.

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

Information, resources and materials are found on the school website and school marquee. Other pertinent information is also emailed to parents via Class DoJo, Remind and our school-wide email system. In addition, information is also sent home as backpack mail. The PAC and BAC meetings provide relevant, appropriate information to all parents.

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.

PreK specific orientations run by our PreK teachers for both the half-day and full programs. Both the half-day and full day programs have ongoing parent information sessions and touchpoints throughout the year to help parents acclimate to the structures and routines of a CPS-run PreK program.

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.

Teachers will be coached, supported, and their feedback will be solicited through the entire CIWP cycle to ensure that our plan is responsive to their learning needs and to student progress.

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.

The MTSS Committee and BHT will be reviewing progress monitoring data at regular, almost weekly intervals to ensure that students are progressing and for those that are not, teachers are getting support to respond to their unique needs.

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.

The PAC and BAC meetings provide relevant, appropriate information to all parents. Our Mental Health Staff (Social Worker, Guidance Counselor, and LSSI Therapist) provide local resources and mental health support resources throughout the year. Throughout the year, the entire school community has opportunities to engage with staff and learn more about local resources and program offerings including at events such as our back to school night and social events sponsored by Portage Park Helping Hands. Information, resources and materials are found on the school website and school marquee. Parent information related to these local services and programs is also emailed to parents via Class Dojo, Remind and our school-wide email system. In addition, information is also sent home as backpack mail.

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.

Title 1 Parent Advisory Council meetings will be held at Portage Park School on a monthly basis. Bilingual Advisory Council meetings occur 4 times throughout the school year. During those meetings, parent-related issues will be discussed and addressed. Portage Park School has an open door policy whereby parents may request a meeting with an administrator to explain any issue they may have about Title 1 policy.

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 Annual Title 1 Parent Meeting will be held each September of new school year. All parents are notified of the meetings through the school website, school marquee and paper notification sent with all students.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The information about the Title I Program is provided in September during the annual Open House. At the Open House, the curriculum, assessment tools and expectations are explained. Portage Park School follows Common Core State Standards which sets rigorous goals for students. All students in 2nd - 8th grades are assessed by NWEA MAP reading and math tests and students in K through 2nd are assessed three times a year using TRC (Text Reading Comprehension). Parents are informed of the promotion policy as stated by the Chicago Board of Education. All students strive to meet the standards set by the state of Illinois and are provided a rigorous instructional program to enable them to exceed those standards. Parents are provided progress reports regularly and teachers keep an open line of communication in regards to student performance.

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.

All parents receive the results of standardized tests. Parents of 2nd-8th grade students receive NWEA MAP reading and math results. Parents of K-2nd receive TRC (reading) data. School data is also available on the school website and school report card.

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.

Emails and paper copies will be sent to parents.

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.

Title 1 PAC and BAC meetings are used to provide parents with the tools for improved literacy and for using technology. Parents have an opportunity to learn how to access grades and communicate with teachers through Parent Portal. Each meeting's topic is geared toward the parents' current needs.

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.

Information, resources and materials are found on the school website and school marquee. Other pertinent information is also emailed to parents via Class DoJo, Remind and our school-wide email system. In addition, information is also sent home as backpack mail. The PAC and BAC meetings provide relevant, appropriate information to all parents.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Portage Park School's philosophy has always been to partner with parents to educate their children. Many of our parents are active as volunteers and work to support the needs of the school. Since we are a neighborhood school, many of our parents walk home with their children, and their teachers often converse with them outside of the building. Phone calls to parents and in person meetings are also a way we communicate information. Parents are encouraged to sign up for a service, Simply Circle, that provides regular electronic communication about school happenings. In addition, we use the classroom Apps, Remind for grades 3rd-8th and ClassDojo for grades K-2.

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.

Information, resources and materials are found on the school website and school marquee. Other pertinent information is also emailed to parents via Class DoJo, Remind and our school-wide email system. In addition, information is also sent home as backpack mail. The PAC and BAC meetings provide relevant, appropriate information to all parents.

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, resources and materials are found on the school website and school marquee. Other pertinent information is also emailed to parents via Class DoJo, Remind and our school-wide email system. In addition, information is also sent home as backpack mail. The PAC and BAC meetings provide relevant, appropriate information to all parents.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

The mission of Portage Park Elementary School is to build a collaborative learning environment that engages students, staff, parents and the community. Our goal is to achieve and maintain academic excellence through a differentiated and integrated curriculum that meets the diverse needs of all our students preparing them for college and career readiness. We strive to use technology, fine arts and extra-curricular programs to prepare students to become successful lifelong learners. Each and every day we do it the Portage Park Way.

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 held twice in the school year- Q1 on Wednesday, November 18, 2020 and Q3 on Wednesday, April 21, 2021.

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

Progress reports are given every 5 weeks. Q1 on October 9, 2020; Q2 on December 18, 2020; Q3 on March 12, 2021; Q4 on May 21, 2021

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

Staff is available via email, Class DoJo or Remind. They are also available on the preparation periods to call or meet with parents.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents must complete a CPS Volunteer application and be approved to work in the school. Information about the application process is available in the school office and on the school website.

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

Parents are able to access learning via Class Dojo, Remind or the CPS Parent Portal.

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

Parents can reach out to the school principal any time. Parents can also attend monthly PAC and BAC meetings to get more involved in the school.

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).

Goal setting at each quarter is used to assure student responsibility.

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.

The Parent Advisory Committee's goal is to engage parents in school. PAC offers parent workshops on various topics including ESL, how to help parents with challenging behaviors and help with homework. PAC also sponsors a Family Reading Night and Family Math Night. They also host Kindergarten Orientation for incoming parents of incoming kindergartners.

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. | \$2000.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$800.00 |
| 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) | \$500.00 |
| 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. | \$369.00 |
| 53510 | Postage Must be used for parent and family engagement programs only. | \$0.00 |
| 53306 | Software Must be educational and for parent use only. | \$0.00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents. | \$0.00 |