

Alice L Barnard Computer Math & Science Ctr ES 2020-2022 plan summary

Team

Name	Role	Email	Access
Madeline Lee	Curriculum Coordinator	mlee36@cps.edu	Has access
Amy Johnson	Case Manager	arjohnson15@cps.edu	Has access
Regina Wyatt-Spivey	DL middle school teacher	rgwyatt-spivey@cps.edu	Has access
Caroline Minter	Humanities teacher	clminter@cps.edu	Has access
Michelle Murff	Fine Arts	mmurff-arri@cps.edu	Has access
Mary Jo Hosman	Pre-K Teacher	mjosman@cps.edu	Has access
Alisha Kirkwood	SECA	amkirkwood@cps.edu	Has access
Tamekia Holman	Parent & LSC Chair	tamekia.holman@gmail.com	Has access
Sheri Miles	Parent & PAC Chair	milesabove24@gmail.com	Has access
Amber Commodore	2nd Grade Teacher	ajcommodore@cps.edu	Has access
Theresa Hill	Clerk	tahill5@cps.edu	Has access
Kristal Adams-Williams	Parent & PTO President	msknadams@yahoo.com	No Access
Tami Rutledge	Parent	trutcly@gmail.com	No Access
Jeff Cooks	Assistant Principal	jdcooks2@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/28/2020	Jeff Cooks, Caroline Minter, Amy Johnson, Amber Commodore, Michelle Murff, Mary Jo Hosman	SEF Framework and pre-work
01/30/2020	Theresa Hill, Sheri Miles, Tami Rutledge, Tamekia Holman, Kristal Adams-Williams, Catrina Williams	Parent involvement

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
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** INPUT 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
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** input 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
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Barnard has been working on creating and providing more voice in choice in units and lessons this year, and we acknowledge that this is an area of growth for our school. Our curriculum and standards have been aligned, we just need to make sure we are teaching and pushing students out of their comfort zones.
- 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
 - 2 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:** Barnard has joined LEAP Personalized Learning to assist in learning how to make learning more relevant and challenging. Through this partnership, we have begun to see changes in instruction, and we know we will continue to see more changes to the ways in which teachers engage students in learning.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 1 Utilize assessments that measure the development of academic language for English learners

- 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 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:** Barnard teachers teach 1 course per grade level, so the teachers have not begun to examine assessments together. This semester the teachers are learning to create UBD unit maps and through this process teachers will begin to fine tune and share their assessments and establish criteria and common expectations for students throughout a grade level.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- 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)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** The MTSS team has created an MTSS book or packet for teachers to utilize when working with students and families. The team also has a formal way in which teachers recommend students and the team reviews information and creates a plan of action for support. There needs to be more check-in meetings for the students and with the team to determine what is and is not working.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 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:** Success portion doesn't really apply to elementary school, however we have begun to work with students to think about post-secondary plans and what that will look for them via the Success Bound Curriculum. During the weekly Success Bound lesson, students learn how to review their data, think about their futures, and create goals and plans to get there.

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)
 - 2 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:** Barnard's My School, My Voice results. WILL INPUT MORE EVIDENCE
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** During humanities the students engage in debates based on current events and politics. The goal is for students to engage in this type of work across a variety of subject areas. We are starting our first Student Voice Committee, we have a Beta Club, and are re-building the Student Council.
- 3 - Physical and Emotional Safety
 - 2 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)
 - 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)
 - **Evidence:** As a school we need to improve in the area of all staff working to scan and intervene when something happens. Barnard does have a PBIS matrix, and a culture and climate team that meets bi-weekly and leads school-wide initiatives.
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Barnard employs restorative conversations, mindfulness, peer conferencing, peace circles and other alternatives to suspension. We need to improve upon providing instructive lessons for all students in the building by all adults.

- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 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)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** INSERT EVIDENCE

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Relational Trust	4
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math attainment for students
Root Cause 1	Lack of differentiation for math instruction
Area of Critical Need 1	Reading attainment for students
Root Cause 2	Lack of materials and training in order to provide strong differentiated instruction
Area of Critical Need 3	Relational Trust
Root Cause 3	Students don't feel as if the adults support them in all academic areas.

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 (Math) Historically Barnard has had lower than average attainment scores in all grade levels in math.	Students with IEPs		35.00	45.00
	Overall		46.00	52.00
	Students with IEPs		34.00	44.00

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) If Barnard improves its overall student attainment levels, we will continue to have increased student growth.	Overall		64.00	67.00
Vision: Attendance Rate	Overall		97.00	98.00
Students need to be in attendance in order to improve their instruction and to be connected to the school.	Students with IEPs		96.00	97.00
(Blank)				
(Blank)				

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 Improved rating in the area of Supportive Environment within the SY20 5E's Survey.					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we build leadership capacity around student on-track data and equitable grading practices and policies
-------------	---

Then we see...	increased student and teacher ownership of student data through teacher and student conferencing where students create long and short term goals with teachers to increase grades, students' ability to advocate for selves, and teachers who provide equitable and fair grading and feedback loops
which leads to...	an increase in Student On Track not only due to an increase of grades but also due to an increased attendance rate for struggling students (I'm not sure of my exact goal due to the closure of school...)
Budget Description	Professional Development Consultants/vendors (Innovare Software for assistance with on-track data) Ext. Day - Buckets (ILT and Culture & Climate Team meetings) substitute teacher (PD, programming, etc.)
Tags	Structure for Continuous Improvement, MTSS: Progress Monitoring, Personalized Learning: Learner Agency
Action steps	<ul style="list-style-type: none"> • (Not started) Work with Innovare to create reports that are easily used by teachers and students Tags:MTSS: Progress Monitoring • (Not started) Revisit common grading practices and policies to ensure equitable grading practices and policies are in place for our students utilizing the research of Joe Feldman in his book, Grading for Equity Tags:Balanced Assessment and Grading, Equity: Fair Policie sand Systems, MTSS: Shared Leadership • (Not started) Revisit on-track data and the metrics associated with on-track and WHY on-track is important. This might require teachers to attend professional learning with our partner, Success Bound Tags:MTSS: Progress Monitoring • (Not started) In the middle school work with teachers to connect the IB rubrics to the classroom and grading for equity to ensure students receive fair and actionable feedback that does not harm grades Tags:MGIB: IB • (Not started) Monitor teacher grading practices and intervene or hold grading conferences when necessary with specific teachers Tags:MTSS: Problem Solving Process • (Not started) Implement school-wide student & adult conferences for the entire year in which grades, behavior, attendance, and other pertinent student data is discussed. Students will conclude by crafting a short and long term goal that is assessed and monitored throughout the year within Naviance

	<p>Tags:MTSS: Problem Solving Process, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> (Not started) Collaborate with Innovare Software to create a BAG (behavior, attendance, grade) Report that meets the needs of Barnard <p>Tags:MTSS: Problem Solving Process</p> <ul style="list-style-type: none"> (Not started) Work with the diverse learner teachers to ensure students are receiving fair and equitable grading that reflects their IEP goals in conjunction with grade-level standards. <p>Tags:Balanced Assessment and Grading, Equity: Fair Policie sand Systems</p>
--	---

Strategy 2

If we do...	If we create a systemic structure(s) that impact the school and classrooms in ways that influence students? social-emotional development and academic performance
Then we see...	an increase in prosocial behavior and emotional competence/growth, positive attitudes about self and others
which leads to...	improvement in interpersonal skills resulting in dedicated teachers and student connectivity creating a more positive classroom/school climate which would be reflected by a fifteen-percent percent (15%) decrease in student discipline referrals.
Budget Description	Extended day bucket (Culture & Climate...), Positions (Dean, etc.), Professional learning (possible vendor for training, etc.)
Tags	Relational Trust, Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, Family & Community Engagement, Equity: Resource Equity, FACE2: Community Partnerships, MTSS: Problem Solving Process, ODLSS: Behavior Support, ODLSS: Related Service Providers, OSCPA: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> (Not started) Every 5th week, analyze data on school attendance, discipline, academic performance, and perceptions of the school community. <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Engage teachers and students in the development of policies and procedures related to a restorative approach to discipline (Mindful moments, detention, peace circles, peer council, PBIS). <p>Tags:Relational Trust, Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, Equity: Inclusive Partnerships</p>

	<ul style="list-style-type: none"> • (Not started) Engage in professional development in facilitating peace circles, restorative approaches to discipline, peer counsel, and PBIS. Tags:Equity: Fair Policies and Systems, Equity: Inclusive Partnerships, MTSS: Problem Solving Process, ODLSS: Behavior Support, OSCP: Social/Emotional Support • (Not started) Provide opportunities for students to engage and have meaningful participation in the development and implementation of policies and procedures through student representation with the culture and climate team, student voice, and quarterly student climate surveys. Tags:Relational Trust, Supportive and Equitable Approaches to Discipline, Equity: Inclusive Partnerships • (Not started) Create a short student perception survey suitable for elementary and middle school students to be administered at the 10th, 20th, and 30th week of the school year. Tags:Relational Trust, Supportive and Equitable Approaches to Discipline • (Not started) Investigate the need for a dean or full-time social worker to support students with trauma via student referral data, infractions, and other data points Tags:Relational Trust, Physical and Emotional Safety, Safety & Security • (Not started) Analyze data for our diverse learner's behavior referrals and consequences making for them proportional to their general education peers and fit the individual's IEP, behavior plans, and/or safety plans. Tags:Relational Trust, Supportive and Equitable Approaches to Discipline • (Not started) display school-wide behavioral norms throughout the building that speak to expected behaviors in the hallway, classrooms, bathrooms, etc. Tags:Relational Trust, Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline, Safety & Security • (Not started) identify and provide training for culture & climate subcommittee to focus on the establishment and guidance of a Student Voice group; monitor behavior data, etc. Tags:Supportive and Equitable Approaches to Discipline, Equity: Fair Policies and Systems, Equity: Resource Equity, Safety & Security
--	--

Strategy 3

If we do...	if we create a school culture that promotes consistency and encourages respectful and transparent communication amongst administrators, teachers, students, parents, and community members
Then we see...	an increased trust that fosters greater acceptance and implementation of reform initiatives across the school
which leads to...	strengthened connections between school administrators, teachers, students, parents, and community members resulting in an improved perception (moving from Weak to Strong) as measured by the 5 Essentials Survey.
Budget Description	Extended day bucket (Culture & Climate, advisors, coaches, etc.), Positions (Dean, Social Worker, trauma specialist, etc.), Professional learning (possible vendor for training, etc.)
Tags	MTSS, Relational Trust, Student Voice, Engagement, and Civic Life, Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline, CBE: Supports, Interventions, or Extensions, Equity: Fair Policies and Systems, Equity: Inclusive Partnerships, Equity: Resource Equity, FACE2: Parent Engagement, MTSS: Family and Community Engagement, ODLSS: Behavior Support, ODLSS: Parent Involvement Specialists, OSEL: Supportive and Equitable Discipline Practices, Safety & Security
Action steps	<ul style="list-style-type: none"> • (Not started) Establish sub-committee of the Culture & Climate Team that will work with establishing and advising a student voice council. Tags: Relational Trust, Supportive and Equitable Approaches to Discipline • (Not started) develop and provide training for sub-committee of the culture & climate team to coordinate and advise student groups such as Student Voice, Student Council, Peer Council, BETA Club, etc. Tags: Relational Trust, CBE: Supports, Interventions, or Extensions, Equity: Fair Policies and Systems, Equity: Inclusive Partnerships, MTSS: Problem Solving Process, ODLSS: Behavior Support, ODLSS: Related Service Providers, OSEL: Supportive School Environment, Safety & Security • (Not started) Evaluate and revisit positive behavior program PBIS, Mindful Moment, CHAMPS, Peace Circles, etc. Tags: Relational Trust, Student Voice, Engagement, and Civic Life • (Not started) Establish a common language centered on positive redirection and correction that is restorative through the use of tools such as sentence stems, etc. Tags: Relational Trust, Student Voice, Engagement, and Civic Life • (Not started) Distribute BOY and MOY climate surveys to assess and monitor the school's progress in establishing a positive school culture/climate. Tags: Relational Trust, Supportive and Equitable Approaches to Discipline, Safety & Security

	<ul style="list-style-type: none"> • (Not started) Create a learning cycle for the culture & climate team to analyze school-wide behavioral data, student and/or climate survey data, etc. Tags:Supportive and Equitable Approaches to Discipline, MTSS: Shared Leadership • (Not started) Seek possible vendor to provide professional development focused on the use of detention in a restorative manner, peace circles, CHAMPS, etc. Tags:Supportive and Equitable Approaches to Discipline • (Not started) Establish procedures to increase communication and eye contact with parents during IEP and 504 meetings by limiting the use of individual laptops. We will project IEP's and participants can create a list of key points so direct reading is not required. Tags:Relational Trust • (Not started) utilize PAC, PTO, and CSI as a platform to engage families and communities members through bi-monthly forums discussing social-emotional challenges (cyberbullying, peer pressure, etc.) Tags:Equity: Inclusive Partnerships, FACE2: Community Partnerships, FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists • (Not started) Promote a school-wide campaign focused on PBIS to raise awareness and fully explain expectations on a quarterly basis. Tags:Physical and Emotional Safety, CBE: Supports, Interventions, or Extensions, FACE2: Parent Engagement, MTSS: Problem Solving Process, ODLSS: Behavior Support, OSCP: Social/Emotional Support • (Not started) Continue to promote and acknowledge positive behaviors through school-wide programs/assemblies recognizing grades, attendance, citizenship, student of the month, etc. Tags:Student Voice, Engagement, and Civic Life, Family & Community Engagement, CBE: Supports, Interventions, or Extensions, MTSS: Problem Solving Process, ODLSS: Behavior Support, OSCP: Social/Emotional Support
--	--

Strategy 4

If we do...	engage in vertical team meetings lead by instructional leadership team members focused on providing students with a reliable and viable curriculum that provides student choice and voice, culturally relevant curriculum, an abundance of opportunities for reading, writing, and discussion with standards-based formative and summative assessments
Then we see...	teachers and students engaged in high levels of teaching and learning that is rigorous, engaging, and standards-based

which leads to...	an increase in NWEA math attainment from 42.5% to 52 by 2022, and an increase in NWEA reading attainment from 61% to 67% by 2022.
Budget Description	Extended day buckets, substitutes, materials, consultants, teacher positions
Tags	Leadership for Continuous Improvement, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: IB, MTSS: Curriculum & Instruction, MTSS: Shared Leadership, ODLSS: Instructional Quality, OECE: P-2 Balanced Literacy, Personalized Learning: Authentic Learning, Math: Formative Assessment, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <p>• (Not started) Math teachers in Personalized learning continue to meet at Barnard to plan lessons and to share ideas</p> <p>Tags:ODLSS: Instructional Quality, Personalized Learning: Authentic Learning, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum</p> <p>• (Not started) Mary Carroll, Jeff Cooks, Robin Oliver, and the 1st grade new teacher hire will continue to attend LEAP personalized learning meetings at the Merchandise Mart and will engage in monthly coaching sessions.</p> <p>Tags:ODLSS: Instructional Quality, Personalized Learning: Authentic Learning, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</p> <p>• (Not started) teachers in grades 5-8 will continue to meet as an MYP IB cohort to tune units, analyze student IB assessment data, and to share what is and is not working in the IB program while supporting the needs of our diverse learners.</p> <p>Tags:Literacy: Shift 4-21st Century Professional Learning, MGIB: IB, ODLSS: Instructional Quality</p> <p>• (Not started) The instructional Leadership team will meet bi-weekly to create school-wide learning cycle for teachers, plan for vertical team meetings, and to analyze student data to support our efforts to create a reliable and viable curriculum that is culturally relevant and engages students in high levels of academic discourse, writing, and reading that includes IB, Diverse Learning, and Personalized Learning strategies. Barnard's learning cycle includes a DDI cycle of data review, identification of next steps, teacher learning, and planning time, peer observations or learning walks, and reflection.</p> <p>Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning, MGIB: IB, ODLSS: Instructional Quality, Personalized Learning: Authentic Learning</p> <p>• (Not started) After school enrichment programs in math and reading for tier 2 and 3 students.</p> <p>Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring</p>

	<ul style="list-style-type: none"> • (Not started) Provide teachers with time to meet across grade bands to ensure we have vertical alignment from K-8 <p>Tags:MGIB: IB, MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) Curriculum Coordinator will engage in coaching cycles with teachers to help teachers reach the goals they have created for themselves and their students <p>Tags:Curriculum, Literacy: Shift 4-21st Century Professional Learning</p>
--	--

Action Plan

Strategy 1

Work with Innovare to create reports that are easily used by teachers and students

Jul 01, 2020 to Sep 01, 2020 - Kate Valente

Revisit on-track data and the metrics associated with on-track and WHY on-track is important. This might require teachers to attend professional learning with our partner, Success Bound

Jul 28, 2020 to Sep 24, 2020 - ILT, Counselor, Success Bound

Monitor teacher grading practices and intervene or hold grading conferences when necessary with specific teachers

Sep 07, 2020 to Jun 30, 2021 - Administration

Revisit common grading practices and policies to ensure equitable grading practices and policies are in place for our students utilizing the research of Joe Feldman in his book, Grading for Equity

Aug 24, 2020 to Aug 31, 2020 - ILT

In the middle school work with teachers to connect the IB rubrics to the classroom and grading for equity to ensure students receive fair and actionable feedback that does not harm grades

Jul 01, 2020 to Jun 18, 2021 - Administration, ILT and IB team

Implement school-wide student & adult conferences for the entire year in which grades, behavior, attendance, and other pertinent student data is discussed. Students will conclude by crafting a short and long term goal that is assessed and monitored throughout the year within Naviance

Oct 05, 2020 to Jun 21, 2021 - ILT, Teachers, Administration, Innovare Software, Counselor

Collaborate with Innovare Software to create a BAG (behavior, attendance, grade) Report that meets the needs of Barnard

Jul 01, 2020 to Sep 30, 2020 - Administration, Counselor, ILT, Innovare Software

Work with the diverse learner teachers to ensure students are receiving fair and equitable grading that reflects their IEP goals in conjunction with grade-level standards.

Sep 07, 2020 to Jun 30, 2021 - Administration, ILT, DL team

Strategy 2

Every 5th week, analyze data on school attendance, discipline, academic performance, and perceptions of the school community.

Jul 01, 2020 to Jun 18, 2021 - Assistant Principal, Culture & Climate Team

Engage teachers and students in the development of policies and procedures related to a restorative approach to discipline (Mindful moments, detention, peace circles, peer council, PBIS).

Jul 01, 2020 to Jun 30, 2021 - Assistant Principal Counselor Culture & Climate Team

Provide opportunities for students to engage and have meaningful participation in the development and implementation of policies and procedures through student representation with the culture and climate team, student voice, and quarterly student climate surveys.

Sep 01, 2020 to Jun 30, 2021 - Culture & Climate Student Voice

Create a short student perception survey suitable for elementary and middle school students to be administered at the 10th, 20th, and 30th week of the school year.

Jul 01, 2020 to Jun 30, 2021 - Assistant Principal Culture & Climate Student Voice

Investigate the need for a dean or full-time social worker to support students with trauma via student referral data, infractions, and other data points

Jul 01, 2020 to Jun 30, 2021 - Principal Assistant Principal LSC

Analyze data for our diverse learner's behavior referrals and consequences making for they are proportional to their general education peers and fit the individual's IEP, behavior plans, and/or safety plans.

Sep 07, 2020 to Jun 30, 2021 - Administration Counselor Case Manager

Engage in professional development in facilitating peace circles, restorative approaches to discipline, peer counsel, and PBIS.

Jul 01, 2020 to Jun 30, 2021 - Assistant Principal Counselor Culture and Climate Team

display school-wide behavioral norms throughout the building that speak to expected behaviors in the hallway, classrooms, bathrooms, etc.

Jul 01, 2020 to Jun 30, 2021 - Culture and Climate Team

identify and provide training for culture & climate subcommittee to focus on the establishment and guidance of a Student Voice group; monitor behavior data, etc.

Jul 01, 2020 to Jun 30, 2021 - Assistant Principal Culture & Climate

Strategy 3

Establish sub-committee of the Culture & Climate Team that will work with establishing and advising a student voice council.

Jul 01, 2020 to Jun 30, 2021 - Culture & Climate Team

Evaluate and revisit positive behavior program PBIS, Mindful Moment, CHAMPS, Peace Circles, etc.

Aug 01, 2020 to Jun 30, 2021 - Culture & Climate Student Voice

Establish a common language centered on positive redirection and correction that is restorative through the use of tools such as sentence stems, etc.

Sep 01, 2020 to Jun 30, 2021 - Counselor Culture & Climate Student Voice

Distribute BOY and MOY climate surveys to assess and monitor the school's progress in establishing a positive school culture/climate.

Sep 01, 2020 to Jun 30, 2021 - Culture & Climate Team Student Voice Counselor

Create a learning cycle for the culture & climate team to analyze school-wide behavioral data, student and/or climate survey data, etc.

Jul 01, 2020 to Jun 30, 2021 - Principal Assistant Principal Counselor Culture & Climate Team Subcommittee

Seek possible vendor to provide professional development focused on the use of detention in a restorative manner, peace circles, CHAMPS, etc.

Jul 01, 2020 to Jun 30, 2021 - Assistant Principal Counselor Culture & Climate

Establish procedures to increase communication and eye contact with parents during IEP and 504 meetings by limiting the use of individual laptops. We will project IEP's and participants can create a list of key points so direct reading is not required.

Sep 07, 2020 to Jun 30, 2021 - Assistant Principal Case Manager Service Providers

develop and provide training for sub-committee of the culture & climate team to coordinate and advise student groups such as Student Voice, Student Council, Peer Council, BETA Club, etc.

Jul 01, 2020 to Jun 30, 2021 - Assistant Principal Culture & Climate Team Counselor Vendor

utilize PAC, PTO, and CSI as a platform to engage families and communities members through bi-monthly forums discussing social-emotional challenges (cyberbullying, peer pressure, etc.)

Jul 01, 2020 to Jun 30, 2021 - Culture & Climate Team Assistant Principal Counselor

Promote a school-wide campaign focused on PBIS to raise awareness and fully explain expectations on a quarterly basis.

- Principal

Continue to promote and acknowledge positive behaviors through school-wide programs/assemblies recognizing grades, attendance, citizenship, student of the month, etc.

Jul 01, 2020 to Jun 30, 2021 - Principal Assistant Principal Counselor Culture & Climate Team SubCommittee

Strategy 4

Math teachers in Personalized learning continue to meet at Barnard to plan lessons and to share ideas

Jul 01, 2020 to Jun 22, 2021 - Madeline Lee & Administration

Mary Carroll, Jeff Cooks, Robin Oliver, and the 1st grade new teacher hire will continue to attend LEAP personalized learning meetings at the Merchandise Mart and will engage in monthly coaching sessions.

Aug 10, 2020 to Jun 22, 2021 - Jeff Cooks

teachers in grades 5-8 will continue to meet as an MYP IB cohort to tune units, analyze student IB assessment data, and to share what is and is not working in the IB program while supporting the needs of our diverse learners.

Aug 03, 2020 to Jun 22, 2021 - Madeline Lee and Jeff Cooks

The instructional Leadership team will meet bi-weekly to create school-wide learning cycle for teachers, plan for vertical team meetings, and to analyze student data to support our efforts to create a reliable and viable curriculum that is culturally relevant and engages students in high levels of academic discourse, writing, and reading that includes IB, Diverse Learning, and Personalized Learning strategies. Barnard's learning cycle includes a DDI cycle of data review, identification of next steps, teacher learning, and planning time, peer observations or learning walks, and reflection.

Aug 03, 2020 to Jun 22, 2021 - Kathleen Valente & ILT members

After school enrichment programs in math and reading for tier 2 and 3 students.

Sep 28, 2020 to May 04, 2021 - Madeline Lee

Provide teachers with time to meet across grade bands to ensure we have vertical alignment from K-8

Nov 02, 2020 to Jun 18, 2021 - Madeline Lee and Kate Valente

Curriculum Coordinator will engage in coaching cycles with teachers to help teachers reach the goals they have created for themselves and their students

Sep 15, 2020 to May 26, 2021 - Madeline Lee

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan

(includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

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

(Blank)

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

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

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

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Barnard has monthly PAC meetings. The president and delegates attend the network and city-wide meetings and report back to the PAC membership and the local school community. They follow the policy, procedures, and timeline for elections, budget, parent plan, schedules, and any required documentation. The administrative team will hold the Annual Title 1 Meeting and the PAC will provide input or revise the parent involvement plan.

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

At the beginning of the school year, Barnard holds the Annual Title 1 Parent Meeting. During this meeting, the administrative team informs parents of the school's participation in the NCLB Title 1 program and invite parents to become active members of PAC and Title 1 programs. The PAC meetings are monthly and parents are encouraged to come and participate. PAC provides workshops for parents (e.g. Common Core Parent Meeting) during the school year. Other meetings are scheduled during Open House, Report Card Distribution, Math-Science, and Literacy nights. Our meetings for next year will be decided upon during the June PAC meeting. The PAC will normally meet on the third Thursday of every month at 6:00 pm in room 204 or the Auditorium. We also elect a PAC liaison, a parent who was past president to attend citywide PAC meetings and bring back information.

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.

During all workshops for Parents, we provide training, tips, resources, strategies, and best practices on how to academically help their child improve across all subject areas. Barnard has and will continue to offer basic computer skill workshops with parents. Barnard is also in the process of partnering with the neighborhood and Community-based organizations to bring more services to parents. (We have applied for a Community School Grant).

Barnard has a Parent Resource Room with some technology, equipment, and materials. It is now fully operational and is used by parents. Parents are encouraged to come and participate in Parent Advisory Council, PAC which meets monthly at Barnard. Also, parents complete various surveys about the school and the curriculum. Parents have been encouraged to complete the "Five Essentials Survey". Parents have also been surveyed for suggestions on how to improve school communication, increase volunteer opportunities, and other important issues the school is facing. The staff and administration review surveys, feedback reports and use the data when planning programs, the curriculum at the school. (Having this parent feedback gives us another, worthwhile perspective and helps us address deficiencies of which we might have been unaware.)

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.

Each child's NWEA/TRC and Dibels scores are sent home (individual reports). Also, parents are invited to attend Common Core and other specified parent meetings to discuss their child's academic and behavioral performance. We present workshops on NWEA as well as CCSS and home supports to help students achieve. We issue NWEA Student Profile reports when students are assessed. They are sent home to detail student progress. During these meetings teachers also discuss an action plan with parents to increase parental involvement and increase positive academic results for students.

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

All of Barnard's teachers are 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.

During PAC meetings, parent conferences, progress report and report card distribution days (with teacher conferences), PARCC, DIBELS/TRC and NWEA workshops, Our faculty assists parents in understanding the standards, assessments, and how to monitor their child's progress on Parent Portal. The clerk provides walk-in training on how to use the parent portal effectively. Administrators are also available to meet with parents to explain how testing works and clarify results for families if needed.

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.

During parent conferences and through electronic communication parents are provided pertinent information regarding how to support their students. Parents are invited to observe students in class and are also given ample opportunities to volunteer to support the classroom teacher.

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.

The importance of parental involvement and communicating effectively with parents will be (and has been) expressed during PD for the entire Barnard faculty. Through collective agreements, teachers will adopt techniques when communicating and involving parents. The tools for communicating will be conferences, phone calls, email, parent portal, letters, and fliers. Additionally, more than half of the staff have adopted electronic tools like 'Remind 101' to keep parents informed. Our website was updated in the spring of 2020 so that it is very parent-friendly and we are making use of this tool as an effective means of communicating and working with parents. We also have E-Bulletins sent out whenever more immediate communication. This year more training has been provided to all of our ESPs in communicating with all of our partners- parents being a significant segment. The school releases a weekly eNewsletter to over 300 subscribers (parents, community members, stakeholders) with appropriate links so that all parents can remain informed. Just recently, the school also opened a Twitter account to disseminate information in an even more timely manner

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.

Barnard has a Pre-K program through the Office of Early Childhood Education. This program has a parent volunteer component and parents are mandated to come to the classroom and assist/volunteer during the school year. The PAC has supported a 'Build Your Own Book' Program in the Barnard Pre-K Program. This was very successful at bringing parents to the school to be engaged in their child's learning. Additionally, we invite parents to share their skills with the students. We are still striving to improve our Parent Mentor Program, where parents and immediate family members act as mentors and tutors within the school, supporting teachers and students. Our Pre-K Program has been rated "Gold" for a number of years.

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.

All letters, meeting announcements, memos, phone messaging system and fliers are in the native language. We are making regular use of hard copies of flyers, electronic messaging, REMIND and our updated Barnard School website. A weekly parent email is sent home. The Barnard Twitter, Facebook, and

Instagram accounts are utilized on a daily basis assist to provide parents with information in a timely manner throughout the week.

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 faculty and staff are committed to ensure that all students are actively engaged in a variety of learning experiences that enhances their learning (enhances their knowledge, skills and international mindedness). Barnard's teachers attempt to provide our students with a curriculum that provides them with voice and choice while meeting the standards.

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.

We hold the required parent-teacher conferences based on the CPS calendar. We also host parent nights for open houses and the PTO and the PAC sponsor parent nights in which teachers attend. We will finalize the dates for the upcoming school year once we approach the school 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.

We provide the required progress reports based on the CPS calendar. It is also the expectation of the school that teachers call home and communicate with parents when students are not meeting their full potential. We also expect teachers to call when students show improvement in their work and their behavior. Parents also have support to create accounts on the parent portal, and active participation on parent

portal is highly encouraged. Teachers also e-mail parents who want to communicate via e-mail.

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

If a parent wants to meet with a staff member, the parent can fill out a request in the main office for a meeting with the teacher. The parent can also call the main office to schedule an appointment. The principal is available to meet with parents based on her schedule and attempts to meet with or talk to parents within 48 hours of communication.

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.

We have a parent mentor program at Barnard that encourages parents to volunteer and work with students. Our primary teachers have parents volunteer to read with students. If a parent wants to observe their child, the parents have to request that in the main office.

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

We encourage parents to check student portal and to review student homework on a nightly basis. We call parents when attendance falls and when grades become a concern.

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

We have parents on the local school council, and we have an active PAC and PTO. These organizations provide time and space for parents to engage in decision making regarding 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).

This upcoming school year we are going to participate in a program call Success Bound for our 6th-8th grade students. This program provides support and guidance for students to check their grades, create goals, and to have a growth mindset. The students also have access to the student portal where they check their grades.

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 involvement will continue to grow with a focus on supporting students to be academically successful. Planned for next year will be more teacher-driven workshops as well as forums to support parent-teacher communication. Topics of workshops will include homework support, early literacy, upper-grade homework support, software enrichment, math support, PARCC testing, preparing students for the rigors of the CCSS, educational opportunities in the students' home environment (i.e. kitchen science, social studies excursions, etc.).

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00

53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00