

# Michael M Byrne Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Elizabeth Gallo	Principal	egallo@cps.edu	Has access
Melody Murphy	Assistant Principal	mamurphy1@cps.edu	Has access
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Veronica Pagan	Dean of Culture and Climate	vmpagan@cps.edu	No Access
Esperanza Bedoy	LSC Parent	espibedoy@yahoo.com	No Access

### Team Meetings

Date	Participants	Topic
12/09/2020	All ILT members listed above	ILT Self-Rating

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
01/06/2020	All ILT members listed above, Ms. Pagan and Ms. Ortiz	CIWP - Previous Priorities, Selection of 2020 Meeting Dates
01/27/2020	All ILT members listed above, Ms. Pagan	CIWP - SEF survey , SEL related Priority
02/10/2020	All ILT members listed above	SEF and Critical Needs
02/24/2020	All ILT members listed above	SQRP data over time, Illinois State Report Card Data, SQRP disaggregated Data Use data sources to identify 3-5 areas of critical need with a root cause analysis
03/09/2020	All ILT members listed above	Determine metric goals.
03/27/2020	All ILT members listed above	Identify root causes.
04/02/2020	All ILT members listed above	Connect our Critical Areas of Need, our SEF Priorities, and our Metric Goals through our Theory of Action Strategies.
04/15/2020	All ILT members on Math and EL/DL subgroup	Math and EL/DL Strategy development
04/21/2020	All ILT members listed above	Review Strategy/Theory of Action with action steps.
04/23/2020	All ILT members on Literacy subgroup and MTSS subgroup	Literacy and MTSS Strategy Development
04/29/2020	All ILT members listed above	Finalize Strategy/Theory of Action with action steps
05/07/2020	All ILT members, staff	School-wide staff meeting overview
05/18/2020	LSC	LSC presentation

## 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
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** SEF SURVEY
- 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
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 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)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** SEF SURVEY

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- 4 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:** SEF SURVEY
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** SEF FORM
- 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
  - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 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:** SEF Survey
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** SEF Survey
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** SEF

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 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)
  - 4 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:** SEF survey
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** SEF Survey
- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 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:** SEF
- 4 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** SEF Survey
- 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).
  - 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)
  - 3 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:** SEF SURVEY

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3

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

**Self-assessment**

Melody Murphy (Feb 10, 2020)  
 Overall assessment: **3 (most practices evident)**

Students will improve their academic achievement when we focus on MTSS systems/structure, curriculum alignment and development, and instruction.

Yes	Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.
Yes	Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.

Melody Murphy (Apr 1, 2020)  
 Overall assessment: **4 (nearly all/all practices evident)**

Staff members will need to prioritize professional learning through active participation in professional development, grade level and admin planning times, and use of curricular resources and implementation best practice instructional strategies.

Yes	Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.
Yes	Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.



# 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	EL and DL subgroup score lowest in Reading and Math growth and attainment.
Root Cause 1	We don't have clear and precise MTSS expectations and consistency of monitoring. There is a lack of general knowledge on how to accommodate/ modify lessons for diverse learners. Student disability may prevent them from retaining information the same way as their peers. There is a lack of space and support staff that can accommodate their social/emotional needs.
Area of Critical Need 1	3-8th Math growth and attainment is inconsistent over the years
Root Cause 2	We haven't prioritized math planning during our professional development and team meeting time. Certified teachers should have basic math skills that could be taught through best practice instructional strategies. Effective instructional strategies should be learned, implemented, and adjusted to meet student needs. Students are able to learn from each other and exposed to different ways/ points of view when classrooms/students have a range of knowledge/skills.
Area of Critical Need 3	Reading Attainment and Growth 3-8th is on decline.
Root Cause 3	Reading growth and attainment for grades 3-8 is on a decline due to a lack of small group and guided reading instruction, the need for stronger vertical alignment, and the need for more teachers to access effective materials. Teachers have a lack of professional development to help train them in the areas of guided reading and class group instruction and/or they do not feel confident in learning new strategies to promote small group instruction. Teachers need to create common planning time across grade bands in order to review scope and sequence with vertical alignment in mind. Additionally, teachers

	need to access the effective reading materials located within the Reading Room in order to provide high quality and effective reading instruction.
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**Vision metrics**

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: NWEA Growth G3-8 (Reading)  SQRP Percentiles for Reading Growth over the past 6 years were 77, 83,76,71,64, 60 which shows a steady decline.	Overall		60.60	63.60
	Students with IEPs		60.00	65.00
Vision: NWEA Growth G3-8 (Math)  SQRP percentiles for Math Growth over the past 6 years were 58, 86, 69, 77, 42,58 which shows an inconsistent scores.	Overall		58.00	60.50
	Students with IEPs		50.00	55.00
Vision: NWEA Attainment G2-8 (Math)  SQRP percentiles for Math Attainment over the past 6 years were 59, 60, 65, 67, 64, 56 which shows a decline and stagnation between 56-67 percentile.	Overall		58.00	60.50
	Students with IEPs		31.00	34.00
Vision: NWEA Attainment G2-8 (Reading)  SQRP percentiles for Reading Attainment over the past 6 years were 65, 76, 72, 71, 69, 68 showing a slight decline and stagnation between 65-71 percentile.	Overall		70.10	73.10
	Students with IEPs		26.00	29.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS  This is the first year in the past three years that % of students making sufficient annual progress on access was 26.3% was reported. Students with both EL and DL needs % of sufficient annual progress was even lower at 6.3%.	EL		30.00	33.00
	Students with IEPs		25.00	30.00

### Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> We are at a 2+ with 3.2 total weighted points.					

### Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

### Self-assessment

Melody Murphy (Apr 1, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.

Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

# Strategies

## Strategy 1

If we do...	Establish a systematic way of learning and training teachers to effectively accommodate and modify lessons for the diverse learners and English Language Learners in collaboration with DL Team and ELL coordinator
Then we see...	will see consistency in students making progress, vertical alignment across grade levels, and skill knowledge retention
which leads to...	reach of higher performance and expected annual Progress on ACCESS and/or NWEA metric goals 33 for ELL and 30 for Diverse learners reflected on annual SQRP Access Scores.
Budget Description	Time: Instructional day schedule and after school programming schedule, teacher extended day planning Material: technology accessibility, online/software Human Resources: EL teacher leader, EL endorsed teachers
Tags	ODLSS: Instructional Quality, OLCE
Action steps	<ul style="list-style-type: none"> <li>(Not started) 1. Update the schoolwide Google document with a list of modifications and accommodations and share per grade level  Tags:MTSS: Curriculum &amp; Instruction, ODLSS: Instructional Quality, OLCE</li> <li>(Not started) 2. Teachers and staff should reference the accommodations and modifications in the Google document for each students that they service. Staff will upgrade the school-wide DL &amp; EL accommodations and modifications. In this way, teachers and staff can reference their students accommodations into their lesson plans and units of inquiry. Teachers will provide students with EL and DL needs the academic vocabulary and definitions prior to the lesson or unit taking in consideration the different learning modalities for students to access the content vocabulary.  Tags:MTSS: Curriculum &amp; Instruction, ODLSS: Instructional Quality</li> <li>(Not started) 3. Provide professional development to staff on accommodations and modifications throughout the year  Tags:ODLSS: Instructional Quality, OLCE, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) 4. Create a learning hub of EL and DL resources via Google classroom for all staff.  Tags:ODLSS: Instructional Quality, OLCE, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) 5. Share examples of how differentiation for EL and DL students works in grade level bands (K-2, 3-5, 6-8) from colleagues through grade level meetings and peer observations  Tags:ODLSS: Instructional Quality, OLCE</li> <li>• (Not started) 6. Incorporate engaging computer programs and resource activities for students with ELL and DL needs.  Tags:ODLSS: Instructional Quality</li> <li>• (Not started) 7. District and state assessment schedules will reflect the individual student's modifications and accommodations and teachers will closely monitor the pacing of students during the test to ensure data reliability.  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</li> <li>• (Not started) MYP teachers will teach Approaches to Learning skills deliberately and explicitly to support students development  Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Differentiation of instruction will continue to take place in all core subjects  Tags:Curriculum</li> </ul>
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**Strategy 2**

If we do...	use existing grade level meetings and allocate time during quarterly professional development meeting structures to develop vertical and horizontal mathematical alignment
Then we see...	will see an increase in teacher capacity that ensures a commitment to high quality math instruction through teacher collaboration, higher levels of cognitive demand, higher levels of student to student engagement and discourse
which leads to...	an increased percentage of 3-8th grade students at/or above their attainment goals for mathematics to 60.5% and at/or above their growth goals for math to 60.5% by EOY SY22.

Budget Description	Time: Instructional day schedule and after school programming schedule, teacher extended day planning Material: technology accessibility, online/software Human Resources: Math Committee and extended day meeting and instructional time
Tags	MTSS: Curriculum & Instruction, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>• (Not started) 1. Develop a math/reading committee of 5-6 members that meets during the summer and monthly during the school year to plan the facilitation and monitoring of professional development and math directed grade level/vertical meetings.  Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum</li> <li>• (Not started) 2. Create teacher needs assessment for professional development supports (remote-learning and in-person supports and training)  Tags:Math: Equitable Access</li> <li>• (Not started) 3. The school allocates dedicated and scheduled and/or timetabled time for teachers? collaborative planning and reflection.  Tags:Curriculum</li> <li>• (Not started) 4. Create internally given professional development sessions for the year that are followed up with teacher-peer observations and time for reflection and feedback.  Tags:Math: Rigorous Tasks</li> <li>• (Not started) 4a. Allocate one monthly grade level meeting to mathematics using a mapped out professional development plan that builds upon teacher needs  Tags:Math: Rigorous Tasks, Math: Formative Assessment</li> <li>• (Not started) 4b. Schedule bi-monthly flex days to include vertical team meeting time for math planning and student work/assessment analysis.  Tags:Math: Formative Assessment</li> <li>• (Not started) An intervention block for literacy and math will be embedded into the daily schedule to support students academically.  Tags:Equity: Resource Equity, OSEL: Tier 2 and 3 Interventions</li> </ul>

**Strategy 3**

If we do...	use existing grade level meetings and allocate time during quarterly professional development meeting structures to prioritize the development of teacher capacity by ensuring a commitment to high quality literacy instruction through teacher collaboration
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	focusing on curriculum alignment, level of cognitive demand, and explicit feedback in literacy lessons
Then we see...	will see consistent grade level and vertically aligned reading instruction and student reading understanding and performance strengthen more consistently across the school
which leads to...	an increased percentage of 3-8th grade students at/or above their attainment goals for reading to 73.1% and at/or above their growth goals for reading to 63.6% by EOY SY22.
Budget Description	Time: Instructional day schedule and after school programming schedule, teacher extended day planning Material: technology accessibility, online/software, text Human Resources: Reading Committee and extended day meeting and instructional time
Tags	Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OECE: P-2 Balanced Literacy
Action steps	<ul style="list-style-type: none"> <li>• (Not started) 1. Develop a literacy committee of 5-6 members to monitor the effect of professional development and how it manifests in day to day instruction, lesson plans or unit plans.  Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Attend Chicago Literacy Group Professional Development - Attend as a grade level - Small group instruction, writers workshop, read alouds, mini lessons, book talks.  Tags:Literacy: Shift 4-21st Century Professional Learning</li> <li>• (Not started) The school creates a K-5 coherent unit planner with clear objectives, key concepts, skills, WIDA AND CCSS standards, differentiation, formative and summative assessment.  Tags:Literacy: Shift 4-21st Century Professional Learning</li> <li>• (Not started) Purpose all ELA lessons being taught, presented on board (we should set standards as to what it looks like in K-1, 2-5 and 6-8.) Create and Share with all BOY PD.  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</li> <li>• (Not started) The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation that includes CCSS and articulated ATL for grades 6-8.  Tags:MGIB: IB</li> <li>• (Not started) 9. Peer Observations in Classrooms - Monthly during Principal Directed Meetings. Teachers request observing in other rooms with debriefing of specific take aways. The classroom observations are conducted under the tenants of Social Emotional Learning for teachers.</li> </ul>

	<p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will ensure students will have access to online learning resources which include RAZ-Kids, IXL and Google Classroom.</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Implement morning meetings in K-5 using 2nd Step Social-Emotional Curriculum and Responsive Classroom materials to support students. Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.</li> </ul> <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p>
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**Strategy 4**

If we do...	Create a sustainable system for reporting and monitoring student behavior in which the entire school community can understand and follow so that students are able to receive responsive supports to positively improve behaviors and social interactions within the school community.
Then we see...	students are able to receive responsive supports
which leads to...	students who are positively improving behaviors and social interactions within the school community and increases opportunity for improvements in academic achievement.
Budget Description	Time: Planning time, professional development time Material: 2nd Step Materials, Supplies Human Resources: Counselor, SEL Committee
Tags	MTSS: Problem Solving Process, MTSS: Shared Leadership, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> <li>(Not started) Create a culture and climate/SEL team that meets once a month.</li> </ul> <p>Tags:OSEL: Supportive School Environment, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(Not started) Create Climate and Culture and Social-Emotional Learning strategies and use 2nd Step Curriculum that can be used in all classrooms.</li> </ul> <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> <li>(Not started) Conduct 2 annual all-staff PD?s about MTSS/tier system and monthly grade level meeting curriculum professional development in C&amp;C/SEL.</li> </ul>



	<p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> <li>(Not started) Create referral system for teachers to use for students and track data, calls, interventions to measure effectiveness.</li> </ul> <p>Tags:MTSS: Problem Solving Process, OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> <li>(Not started) Social-emotional learning 6th-8th grade will be integrated weekly to support students academically, high school, career and college success, and will be woven into everyday activities throughout classes.</li> </ul> <p>Tags:MGIB: IB, OSEL: SEL Instruction</p>
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## Action Plan

### Strategy 1

1. Update the schoolwide Google document with a list of modifications and accommodations and share per grade level

Jul 01, 2020 to Jun 30, 2021 - DL/EL Lead, Administration

2. Teachers and staff should reference the accommodations and modifications in the Google document for each students that they service. Staff will upgrade the school-wide DL & EL accommodations and modifications. In this way, teachers and staff can reference their students accommodations into their lesson plans and units of inquiry. Teachers will provide students with EL and DL needs the academic vocabulary and definitions prior to the lesson or unit taking in consideration the different learning modalities for students to access the content vocabulary.

Jul 01, 2020 to Aug 31, 2020 - All teachers

3. Provide professional development to staff on accommodations and modifications throughout the year

Jul 01, 2020 to Aug 31, 2020 - DL/EL teacher leads DL/EL teachers Administration

4. Create a learning hub of EL and DL resources via Google classroom for all staff.

Aug 24, 2020 to Jun 25, 2021 - DL team and case manager lead ELL teacher/coordinator Teachers SECAS School counselor Administration

5. Share examples of how differentiation for EL and DL students works in grade level bands (K-2, 3-5, 6-8) from colleagues through grade level meetings and peer observations

Sep 14, 2020 to May 31, 2021 - DL team and case manager lead ELL teacher/coordinator Teachers SECAS School counselor Administration

6. Incorporate engaging computer programs and resource activities for students with ELL and DL needs.

Sep 14, 2020 to Jun 30, 2021 - All teachers

7. District and state assessment schedules will reflect the individual student's modifications and accommodations and teachers will closely monitor the pacing of students during the test to ensure data reliability.

Sep 14, 2020 to Jun 04, 2021 - DL/EL teachers

MYP teachers will teach Approaches to Learning skills deliberately and explicitly to support students development

Sep 14, 2020 to Jun 18, 2021 - MYP teachers

Differentiation of instruction will continue to take place in all core subjects

Sep 08, 2020 to Jun 18, 2021 - All teachers

## **Strategy 2**

1. Develop a math/reading committee of 5-6 members that meets during the summer and monthly during the school year to plan the facilitation and monitoring of professional development and math directed grade level/vertical meetings.

Jun 01, 2020 to Aug 01, 2020 - ILT team

2. Create teacher needs assessment for professional development supports (remote-learning and in-person supports and training

Jul 01, 2020 to Sep 05, 2020 - Math Committee

3. The school allocates dedicated and scheduled and/or timetabled time for teachers? collaborative planning and reflection.

Jul 01, 2020 to Sep 14, 2020 - Administration Math Committee

4. Create internally given professional development sessions for the year that are followed up with teacher-peer observations and time for reflection and feedback.

Aug 16, 2020 to Jun 18, 2021 - Math Committee

4a. Allocate one monthly grade level meeting to mathematics using a mapped out professional development plan that builds upon teacher needs

Sep 14, 2020 to May 31, 2021 - Administration Math Committee

4b. Schedule bi-monthly flex days to include vertical team meeting time for math planning and student work/assessment analysis.

Sep 14, 2020 to Jun 18, 2021 - Administration Math Committee

An intervention block for literacy and math will be embedded into the daily schedule to support students academically.

Sep 14, 2020 to Jun 18, 2021 - All teachers

### **Strategy 3**

1. Develop a literacy committee of 5-6 members to monitor the effect of professional development and how it manifests in day to day instruction, lesson plans or unit plans.

Jun 01, 2020 to Aug 01, 2020 - ILT members recruit literacy committee (teachers - classroom, EL, DL, Core Plus, etc.)

Attend Chicago Literacy Group Professional Development - Attend as a grade level - Small group instruction, writers workshop, read alouds, mini lessons, book talks.

Oct 01, 2020 to Dec 31, 2020 - Literacy Committee

The school creates a K-5 coherent unit planner with clear objectives, key concepts, skills, WIDA AND CCSS standards, differentiation, formative and summative assessment.

Sep 13, 2020 to May 28, 2021 - Administration All Teachers SECAs/TAs Diverse Teachers Core Plus Teacher

Purpose all ELA lessons being taught, presented on board (we should set standards as to what it looks like in K-1, 2-5 and 6-8.) Create and Share with all BOY PD.

Jul 01, 2020 to May 31, 2021 - Administration All Teachers Diverse Teachers Core Plus Teacher

The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation that includes CCSS and articulated ATL for grades 6-8.

Sep 14, 2020 to Jun 18, 2021 -

9. Peer Observations in Classrooms - Monthly during Principal Directed Meetings. Teachers request observing in other rooms with debriefing of specific take aways. The classroom observations are conducted under the tenants of Social Emotional Learning for teachers.

Oct 19, 2020 to May 29, 2021 - Administration All Teachers SECAs/TAs Diverse Teachers Core Plus Teacher

Teachers will ensure students will have access to online learning resources which include RAZ-Kids, IXL and Google Classroom.

Sep 08, 2020 to Oct 01, 2020 - Teachers

Implement morning meetings in K-5 using 2nd Step Social-Emotional Curriculum and Responsive Classroom materials to support students. Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.

Sep 08, 2020 to Jun 18, 2021 - Teachers

## **Strategy 4**

Create a culture and climate/SEL team that meets once a month.

Jul 01, 2020 to May 31, 2021 - Counselor SEL committee

Create Climate and Culture and Social-Emotional Learning strategies and use 2nd Step Curriculum that can be used in all classrooms.

Aug 01, 2020 to Mar 31, 2021 - Counselor SEL committee Teachers

Conduct 2 annual all-staff PD?s about MTSS/tier system and monthly grade level meeting curriculum professional development in C&C/SEL.

Aug 24, 2020 to Jun 18, 2021 - Counselor SEL committee

Create referral system for teachers to use for students and track data, calls, interventions to measure effectiveness.

Aug 01, 2020 to Sep 08, 2020 - Counselor SEL committee

Social-emotional learning 6th-8th grade will be integrated weekly to support students academically, high school, career and college success, and will be woven into everyday activities throughout classes.

Sep 08, 2020 to Jun 18, 2021 - Counselor Teachers

## **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.**

At the beginning of the school year we will conduct a comprehensive needs assessment for the entire school in the areas of SEL, Language Development for ELs, Math and Literacy.

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

We will continue the implementation of the Bengal Matrix to improve our Culture and Climate. We will implement Advisory/SEL weekly classes for all 6th-8th graders, implement Morning Meetings and Second Step with all K-5 classes. We will implement after school programs in the fall to support academics and enrichment.

**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.**

In the upcoming school year we have included MTSS interventions as part of the daily schedule. Teachers will assess at the beginning of the school year to plan for differentiated instruction and MTSS interventions. In addition, we are planning for after school academic programs. We will seek grants to continue after school programs. ELs and Diverse Learners will be included in the after school programs.

**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).**

All Byrne ES staff members will be stakeholders in implementing strategies to support the success of all students. The school counselor will have a schedule to meet with students for coaching/mentoring. The counselor will continue with GoCPS, high school guidance and support embedded in Advisory Classes. Our ESL teacher will focus on our high need ELs to support with Academic supports. Our Diverse Learners will continue to be supported by their teachers and SECAs as per their iep's accommodations and modifications.

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

Byrne Elementary has high standards for our students and our staff. We promote high quality education. During the interview process we include stakeholders as staff and LSC members. We are also an Authorized IB school. We know the quality of instruction our students need and promote our high standards in our search for new staff members.

**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.**

Throughout the year we are engaging staff in high quality in house professional development. We also seek out the best rated PD that our teachers should attend. This upcoming school year we have a Literacy and Math committee which will document and recommend exceptional PD linked to our CIWP goals for our staff. Our SECAs will also continue their learning with PD offered by CPS and partners.

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

We will continue our outreach to parent with continued communication by phone, email, website and in person invitations.

**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.**

We will continue to work closely with the Dore Early Childhood to support the transition into our Primary program. We will advertise all parent meetings and make sure that we communicate with parents enrollment, readiness plans for transitions and assessment dates for ELLs.

**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.**

At Byrne Elementary we adhere to the CPS and CTU contract regarding the teachers voting on assessments for the school year. In addition, while preparing to have the vote we as a school discuss the benefits and data of each assessments so that the staff is clear on how we can use it to drive instruction.

**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.**

In the upcoming school year we have included MTSS interventions as part of the daily schedule. Teachers will assess at the beginning of the school year to plan for differentiated instruction and MTSS interventions. In addition, we are planning for after school academic programs. We will seek grants to continue after school programs.

**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.**

Our PAC will seek out Professional Development for parents. This will include ESL for adults, and computer education classes. We will also seek out nutrition programs to educate the parents. Our PAC will continue to survey the parents to identify the needs.

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## **ESSA Targeted Assistance Program**

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## 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.**

During the LSC, BAC and PAC meetings will inform parents of the ESSA updates. Updates are communicated at all PAC and LSC meetings.

**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**

Our projected Title I Annual Meeting and Title I PAC Organization meeting will occur in the Fall. PAC meetings and other parent meetings will be advertised on our webpage, emailed, flyers and through the marquee.

**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.**

Principal will follow up with parents who have concerns within 48 hours after the meeting. If necessary, an in person meeting will be scheduled

**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.**

The school will have data after each NWEA assessment to discuss each child's progress with the parents. They can schedule a Virtual Meeting with the parent or a in person meeting.

**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.**

Parents will be notified via a letter. The school will make all attempts to ensure a teacher is highly-qualified during the interviewing process.

**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.**

At the beginning of the year, school will send home information regarding the state's academic standards. We will also provide mini-informations sessions on these topics during the fall Open House.

**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.**

Through in house staff members and guest speakers mini-workshops we will provide parents the necessary training to empower them to be more aware and involved in their child's academic achievement.

**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 school will identify a partner or counselor to give staff training at the beginning of the year on cultural sensitivity and building better relationships with parents.

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.**

n/a

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

We will send a monthly newsletter and calendar. This will be posted on our website in a variety of language options to select.

## 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.)**

To empower students to become life-long learners through meaningful collaboration with all stakeholders (parents, teachers, students and community).

**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.**

Data Day after each NWEA assessment (January and May/June). Report Card Pick up days in November and April.

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

School will send home progress reports every 5 weeks and a report card at the end of each quarter. For students who are off-track, parents will receive a report every 5 weeks.

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

Staff is available before and after school and during teacher prep periods. Parents are encouraged to call and schedule an appointment. Conferences will take place in our resource room or teacher classroom.

**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 the CPS Volunteer online form and follow up with id presentation, and informational meeting for approval. Parents can participate in field trips, school events and other activities.

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

Parents will assist by monitoring their child's homework, bringing them to school everyday and staying in regular contact with the teacher. Parents are encouraged to sign up for 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 are encouraged to attend LSC and PAC meetings. Parents can also reach out to the school to be collaborative partners.

**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).**

Coming to school everyday, following the Byrne Bengal Matrix, having a positive attitude, having high expectations for themselves and completing a remediation plan if off-track every 5 weeks.

**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.**

FALL 2020 - SPRING 2021. Parents will participate in monthly meetings to be active learners in technology, CPS updates, supporting their children with academics, and leadership.

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

**Account(s)**

**Description**

**Allocation**

<p><b>51130, 52130</b></p>	<p><b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	<p>\$0.00</p>
<p><b>53405</b></p>	<p><b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase</p>	<p>\$900.00</p>

	books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$400.00
<b>54125</b>	<b>Consultants</b> 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)	\$507.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00