Paul Cuffe Math-Science Technology Academy ES 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/23/2020	initial Meeting	Building Team and Take self-assessment

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

- 4 - Leadership for Continuous Improvement
  - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 4 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)
  - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 4 Enable staff to focus and prioritize what matters most
  - o 4 Employ the skills to effectively manage change
  - o 4 Make ?safe practice? an integral part of professional learning
  - o 4 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: All Staff are asked to share ideas and take part in planning and organization
- 4 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 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)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Administration makes frequent visits to ensure quality teaching, However the LSC is not as present. The school building is full of excitement, clean and welcoming. The culture is perfect for success.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- o 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- o 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
- o 4 Curriculum connects to real world, authentic application of learning
- o 4 Curriculum is aligned to expectations of the standards
- o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 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
- o **Evidence**: Students are provided weekly SEL from the school counselor within groups and classroom activities. All curriculum is mandated through Teaching and Learning and Professional Development is provided by the provider

- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Teachers are providing information but not all students are grasping it. This is evident within the NWEA EOY scores

- 4 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 3 Improve and promote assessment literacy

- o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Teachers are no giving equal amount of test to verify student learning. This is evident by grade book
- 4 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 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)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: We use MOY data to review MTSS and add or remove students. Parents are is disbelief that their child is struggling and refuse testing.
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Students are exposed to careers of STEM through school visits and field trips. All Students visits colleges and high schools.

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

- o **Evidence**: Certain classrooms have a high amount of referrals to the office. There is disrespect towards students and disrespect towards teachers within the classroom.
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: There is little to no civic discussions or planning. Students are young but still could benefit from knowledge of civics
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Suspensions are low and referrals are confined to 3 rooms within the building.The school works as a team to provide a safe school.
- 4 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: All students are given due process. Suspensions are the last result for discipline. Repeated behavior is addressed through SEL before suspensions.
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)

- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 4 Partner equitably with parents speaking languages other than English
- o 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**: There are no partnerships at this time. As a school we provide quality outreached and programming for our students and families. For example STEM night.

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Math (Grades 3-8) According to NWEA data the attainment is 35% which is below the goal that was set in the 2019 school year.	Overall		43.00	50.00
	African American		43.00	50.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) According to SQRP data, attainment at the 3rd grade level for Reading is below the national average.	Overall		71.00	74.00
	African American		71.00	74.00
Vision: Attendance Rate Attendance rate is below the average 95th percentile.	Overall		94.30	95.30
	African American		94.30	95.30
Vision: NWEA Growth G3-8 (Math) Students with IEPs are performing significantly lower than general education students.	Students with IEPs		60.90	66.90
	African American		58.20	63.20
(Blank)				

Required metrics (Elementary) (133% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our school is set up for success			5.00	5.00	5.00

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...	Ensure every student has access to quality instruction, by providing quality instruction pointed towards individual teacher areas of struggle and teacher preference.
Then we see...	Our reading and math NWEA data improve by 5%.
which leads to...	student achievement
Budget Description	Teacher professional development, conferences, bringing in outside coaches.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks
Action steps	(Not started) Provide quality and student centered instruction Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Formative Assessment (Not started) Teacher surveys, using evaluation data, teacher pop in data Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) It has to positively impact every student in learning, we do this by help to increase teachers' pedagogy. Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Math: Rigorous Tasks

Strategy 2

If we do...	Improve teacher content knowledge
Then we see...	teacher instruction geared towards individual students needs.
which leads to...	Teachers mastering the material well beyond what is needed to teach the material, therefore they will understand why certain topics are presented the way they are and will anticipate what needs to be taught next to provide instruction geared towards the students' prior knowledge..
Budget Description	Professional development geared towards specific content area for all teachers. Teachers conferences to provide teachers with different strategies.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Curriculum
Action steps	(Not started) Improve teacher content Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Curriculum

Strategy 3

If we do...	Provide Teachers with knowledge of how to provide instruction with the grade level curriculum provided
Then we see...	Teachers helping students develop an engaged relationship with the content. Teachers using the material to provide leveled instruction to all students.
which leads to...	Active learning increasing
Budget Description	Purchase professional development from publisher, purchase yearly curriculum and supplemental material connected with the curriculum.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Curriculum, Math: Equitable Access
Action steps	(Not started) Provide Teachers with knowledge of how to provide instruction with the grade level curriculum provided Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Math: Rigorous Tasks, Math: Curriculum

Strategy 4

If we do...	Help teachers understand and provide instruction with the quality curriculum provided.
Then we see...	Teachers developing, implementing, assessing, modifying and providing lessons to our students
which leads to...	deliverance of lessons that impact students' learning positively
Budget Description	Professional development provided by the publisher of the curriculum. District and Network supports provided by the Curriculum point people.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 4-21st Century Professional Learning, Math: Curriculum, Math: Equitable Access
Action steps	

Action Plan

Strategy 1

Provide quality and student centered instruction

Jul 01, 2020 to Jun 30, 2022 - Teachers, Administration and coaches

Teacher surveys, using evaluation data, teacher pop in data

Sep 01, 2019 to Apr 01, 2020 - The entire staff

It has to positively impact every student in learning, we do this by help to increase teachers' pedagogy.

Jul 01, 2020 to Jun 30, 2022 - All staff

Strategy 2

Improve teacher content

Jul 01, 2020 to Jun 30, 2022 - Teachers, Administration, and coaches

Strategy 3

Provide Teachers with knowledge of how to provide instruction with the grade level curriculum provided

Jul 01, 2020 to Jun 30, 2022 - Administration and coaches

Strategy 4

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.

Students needs within the school appear to be in Reading and Math. These 2 areas have low achieving scores in some grades and higher in others. It is the goal to get the entire school on the same level academically with achieving grade level standards.

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

School-wide reforms to get students who meet proficient and advanced levels of academic achievement would include rigorous instruction in all subject areas. As a school, each teacher will create a individual learning plan for each student so that students know where they are where they need to be by the end of the school year. We will also implement skills based challenges weekly as well as walking RIT bands to meet students were they are.

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.

School-wide, we will use DOK (Depth of Knowledge) questing strategies to strengthen core academic programs as well as, daily interventions in both Reading and Math, as well as Closed Reading strategies to assist students in getting a deeper understanding of the material that they are reading. Gradual Release of Responsibility will also be a strategy that will be used with students.

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

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

Students will attend high school as well as college fairs hosted by the school. Students will attend Social Emotional Learning class weekly with the counselor to discuss high school and college readiness. Students will also be able to participate in after school tutoring to remediate skills and parent based resources for use at home.

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

Teacher shadowing day will be used as strategy for attracting high-quality, highly qualified teachers. There will be also be opportunities for professional developments around specific topics as well as STEM highlighted activities. We are also a change agent and teacher ambassador school that will be highlighted as well for attracting new teachers.

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

Professional development will be centered around what rigorous instruction should look like in the classroom. Professional development on gradual release of responsibility will be held as well to make sure that students are being taught in a manner and with research based strategies that will promote student achievement at all levels.

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

Parents will be invited to literacy night in which they will be given strategies that they can use at home with their child for academic success in Reading. Students will be given bags of books from Bernie's book bank 2-3 times a year with books that students can tale home and share with family for literacy practices.

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.

Preschool students will attend shadow day on the last days of the previous school year. Students will be able to shadow the current kindergarten classroom so that students will know what it will be like. Students will read books on transitioning into Kindergarten and will be able to ask questions related to transitioning into Kindergarten.

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

Teachers will discuss academic assessments during grade level meeting and will vote on the use of academic assessments to be used throughout the school year. Formative and summative assessments will be used weekly and at the end of units to identify the needs of individual students.

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

Students will be participate in walking RIT bands to boost chances of mastering proficient or advanced levels skills. Students will also complete scientifically based computer based programs that will assist in helping them to master skills that they have not yet mastered.

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

The school has a nutrition program in which the University of Illinois Chicago comes in and completes nutritional classes with students. Students are given new fruits and vegetables twice a week in which nutritional information is shared and taught to students. Violence prevention programs will be brought into school through outside agencies to discuss current as well as past incidents.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents are invited to monthly meeting to discuss plans for family engagement as well as monthly parent meetings to discuss topics of interest to parents. Parents are given surveys to discuss interest in family engagement.

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

Title I annual meeting will be held mid-September and PAC meetings are held monthly.

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.

Cuffe will hold bi-monthly meetings with parents regarding student academic decisions. Parents will participate using open-ended surveys detailing suggestions on students education. Suggestions will be discussed with parents during monthly meetings and decisions will be made during meetings.

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.

Parent reports will be provided at report card pick-up in November and again in April so that parents know where their students are as far as academic achievement. Parents will receive a BAG report that displays student district and state scores in Math, English Language Arts and Reading. Parents will also receive students attendance as well.

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 receive a written notice from school administration if there child is being taught by a teacher who is not highly qualified. Parents will be notified at the end of the 4th week if teacher has not rectified the situation.

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.

Parent workshops and data night will be held to discuss student data and how to read individual student results. Parents will be given tools that they can use at home to assist their students with academic tasks at home.

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.

Literary night as well as STEM night will include workshops that will given parents strategies and tools that they can use at home with their student to increase their 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.

Professional developments will be held on ways in which to connect with parents and families as an equal partner in their child's education. Monthly parent workshops will be held technology navigation, instructional strategies and skills that parents can work on witty their students. Student's birthday will be displayed on the Marquee for the entire week of the students birthday. Monthly google hangout meeting will be held with parents as well to engage parents in their child's education.

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.

Parents in preschool classroom will be able to volunteer within the classroom as well as communicate with teachers on a consistent basis. Family programs such as grandparents day, literacy night and parent/student award ceremony will be a held to encourage parents and families to support their child's education.

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.

Parents will receive minutes from LSC and PAC meetings monthly. Parents will receive monthly school newsletters and calendars that display information regarding school events.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic

achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

We will survey parent for needs and interest. This will provide Cuffe with information on concrete plans for our parents and families.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent teacher conferences will be held twice each school year. One to be held in November and the other in April. Teachers will meet with attends and attend sessions on ways in which they can help their child academically. Parents will be given strategies that they can use at home with their child.

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

Parents will receive BAG reports 4 times a year. At the end of year academic quarter. Parents will be mailed 2 reports and the other 2 parents will pick up reports from the school during parent report card pick-up.

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

Parents will beg have access to staff during their preparation periods during the day and on scheduled events such as Open House. Parents will be allowed to meet in conference room with parents with a scheduled appointment with teachers or staff.

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 will be able to participate or volunteer in their child's classroom for field trips, field day, and within the classroom. Parents are welcome to observe their child's classroom daily when scheduled with the teacher and administrator. Parents will also be able to volunteer during field day as well.

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

Parents will assist students with homework as well make sure that students attend school on time and daily. Parents will be able to monitor homework assignments in ASPEN.

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 be given specific polls and surveys to complete in regards to educational decisions with their child. Parents will also attend monthly PAC and LSC meetings to hear about decisions related to their child's education and will be able to make decisions at these meetings.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will be rewarded with incentives for good attendance, Cuffe Captain for positive attitudes and achievements throughout the school building as well. Student awards assemblies will also be held to highlight student academic achievements.

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.

Teachers will provide professional development for the parents, the supplies will be used to provide supplies for professional development

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

Account(s)

Description

Allocation

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.	$500.00
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.	$1200.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$200.00
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	$0.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00