

Nathan S Davis Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Lumi Dragos	Teacher/ELA	ldragos@cps.edu	Has access
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Rocío Rosales	Principal	rrosales@cps.edu	Has access
Anita Caballero	LSC Community Representative	acaballero@bpncchicago.org	No Access

Team Meetings

Date	Participants	Topic
02/06/2020	All CIWP members	Overview of CIWP Dashboard
02/13/2020	All CIWP Members	Rate each SEF Category Identify areas of critical need, set up to ten goals.

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
 - 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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

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)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - 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
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 2 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 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
 - 2 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
 - 2 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
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** School-based teams discuss and monitor the effect of teaching and student learning- Effectiveness of process? On Track, NWEA Data Meetings, weekly attendance data, and monthly grade-level meetings. Teacher summit work on assessment, dissemination to the rest of the staff?
- 2 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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:**
- 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
 - 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
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 4 Engage with their community

- 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 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:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

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

Area of Critical Need 1	Depth and Breadth of Student Learning and Quality Teaching: Instruction
Root Cause 1	Differentiation is not occurring
Area of Critical Need 1	Depth and Breadth of Student Learning and Quality Teaching: MTSS

Root Cause 2	Teachers are assuming that students already know how to do the work
Area of Critical Need 3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading
Root Cause 3	General education teachers and LBS1 teachers are not planning together. There are assumptions and misconceptions around IEP goals and unit planning.
Area of Critical Need 4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life
Root Cause 4	We are not fully implementing our school's mission

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading) 115 out of 642 students have IEPs. Our students with IEPs are not making adequate growth as compared to their general education peers.	EL		54.01	56.50
	Students with IEPs		46.43	50.76
Vision: NWEA Growth G3-8 (Math) 115 out of 642 students have IEPs. Our students with IEPs are not making adequate growth as compared to their general education peers.	Overall		48.67	51.60
	Students with IEPs		33.15	40.00
Vision: NWEA Attainment G2 (Reading) This is an indication of lack of progress monitoring and lack of guided reading instruction.	Overall		33.90	41.47
	Male		22.84	33.18
Vision: NWEA Attainment G2 (Math) This is an indication of lack of progress monitoring and lack of guided math instruction.	Overall		40.55	47.81
	Female		37.92	45.84

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Metrics are indicative that we are not responding to the academic, behavioral and social-emotional needs of our students.	Overall		58.16	63.62
	Students with IEPs		39.66	45.12

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our 5 Essentials survey was ORGANIZED during the 2018-2019 SY and MODERATELY ORGANIZED during the 2019-2020 SY.					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we prioritize and provide intentional, consistent grade band professional learning around unit plans
Then we see...	Then our teachers will be more intentional when planning and better equipped to deliver rigorous, differentiated instruction
which leads to...	Which will lead to increased self-reflective practices, differentiation within instruction, and an increase in student growth and attainment on NWEA.
Budget Description	

Tags	Curriculum, Instruction, CBE: Supports, Interventions, or Extensions, Equity: Targeted Universalism, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Instructional Quality, ONS: Continuous Improvement
Action steps	<ul style="list-style-type: none"> • (Not started) Create a flexible schedule to accommodate for teacher planning and revision of unit plans while assessing all resources and prioritize them by need. Tags: • (Not started) Provide unit plan feedback that purposefully targets differentiation and standard-aligned instruction via monthly unit plan pop up clinics. Tags: • (On-Track) Offer professional development opportunities for staff on Udd; DL/EL quality instruction and supports. Tags: • (Not started) Content teams will ensure adherence to scope and sequence Prek-8th. Tags: • (On-Track) Adopt a rubric to engage in peer feedback. Tags: • (Not started) Professional learning on MTSS, data collection, and progress monitoring. Tags: • (Not started) N8 leadership and MTSS team will provide professional learning on MTSS, data collection and progress monitoring. Tags: • (Not started) Schedule professional learning sessions for staff to learn how to use interventions e.g. LLI, Hopscotch, Achieve 3000, MobyMax, IXL, GoMath, Thinking Maps, Pathways. Tags: • (Not started) Davis staff will engage in quarterly Parent-Teacher academic team meetings to help inform parents, strengthen, support, and reinforce student learning in each classroom. Tags:

Strategy 2

If we do...	If we provide professional learning opportunities on the effective implementation of tiered interventions, effective progress monitoring, Universal Design for learning that is culturally and linguistically responsive to our students' needs; and prioritize time for professional collaboration among teachers, RSP, and educational support staff
Then we see...	Then we will see colleagues pushing each other's practice and applying new instructional strategies based on data to address students misconceptions
which leads to...	Which leads to student academic, behavioral and social-emotional needs being met resulting in improved student growth and achievement on TRC, NWEA, On-Track, IAR, and ACCESS.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Continue with QFT as an instructional practice. Tags: • (Not started) Purchase Pathways to Proficiency ESL Curriculum PreK-8th Tags: • (Not started) Provide Pathways to Proficiency PL for teachers to learn how to develop differentiated lesson plans for all language proficiency levels of English Learners. Tags: • (Not started) Purchase Map Skills (2-8th) Tags: • (Not started) Pilot Map Skills to interested teachers (2-8th) Tags: • (Not started) PL on technology tools/ learning platforms Tags: • (Not started) Train teachers/staff on available Intervention Programs (LLI, Hopscotch, Achieve 3000) Tags:

	<ul style="list-style-type: none"> (Not started) PL for new staff on existing schoolwide programs including Thinking Maps, Ubd, Making Meaning, Being a Writer, NGSS Amplify, Go Math <p>Tags:</p>
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Strategy 3

If we do...	If we cultivate a data-driven community that seeks to enact best grading practices; use interim and summative assessments to provide timely feedback, align student tasks to the instructional sequence, CCSS/NGSS, and College and Career Ready Standards (appropriate grade level/content expectations),
Then we see...	Then we will see teachers effectively evaluating student performance and progress, and providing timely substantive, and specific feedback on high leverage instructional strategies and teaching practices
which leads to...	Which will lead to improved quality of teaching, and consequently improved student growth and achievement on NWEA, On-Track, IAR, and ACCESS.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (On-Track) Provide PL on data-driven instruction Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Grade level data meetings Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Content teams evaluate performance tasks Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks (Not started) PL on providing specific and intentional feedback to students (conferring, rubric) Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Curriculum & Instruction (Not started) PL on skills/strategies-based learning Tags:Teacher Leader Development & Innovation: Teacher Teams

Strategy 4

If we do...	If we intentionally communicate our school's mission to students, parents, and staff; provide relevant civic learning resources and build teacher capacity to infuse civic learning across disciplines
Then we see...	then we will see high-quality civic learning activities, student voice committees, and service-learning projects for pre-K through 8th grade
which leads to...	which can lead to students having a say in what is discussed and decided at our school. Thereby fostering a sense of belonging and developing inquiring, knowledgeable and socially conscious scholars who help to create a better and more peaceful world through intercultural understanding and respect.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> • (Behind) S.S. Content team will meet monthly to collaborate and determine what civic learning activities Davis will engage with. Tags: Student Voice, Engagement, and Civic Life • (Not started) Expose students to daily CNN10.com and PBS news reports and have them engage in discussions about global and local events to help them develop social and civic consciousness. Tags: Student Voice, Engagement, and Civic Life, SSCE: Engaging in Difficult or Controversial Discussions • (Not started) Provide PL on student project-based learning. Tags: SSCE: Informed Action: Project-based learning or Service Learning • (Not started) If we put together a strong, well-supported student council that has equal representation, two students from each homeroom, that meets twice a month to elect among themselves a president and other officers, then we will see that students can not only understand civic systems but this can also lead to students having a voice and better engagement in what happens in their school. Tags: Student Voice, Engagement, and Civic Life

Action Plan

Strategy 1

Create a flexible schedule to accommodate for teacher planning and revision of unit plans while assessing all resources and prioritize them by need.

Aug 03, 2020 to Aug 30, 2020 - Administrators

Provide unit plan feedback that purposefully targets differentiation and standard-aligned instruction via monthly unit plan pop up clinics.

Sep 14, 2020 to May 30, 2022 - ILT, Content Leads

On-Track Nov 06, 2020

Offer professional development opportunities for staff on UdD; DL/EL quality instruction and supports.

Aug 24, 2020 to May 30, 2022 - N8 Leadership (DR, SEA,EL lead, ISL)

Content teams will ensure adherence to scope and sequence Prek-8th.

Aug 24, 2020 to May 30, 2022 - Content Team Leads and Teachers

On-Track Nov 12, 2020

Adopt a rubric to engage in peer feedback.

Aug 24, 2020 to May 30, 2022 - All Teachers

Not started Nov 12, 2020

Professional learning on MTSS, data collection, and progress monitoring.

Aug 24, 2020 to May 30, 2022 - MTSS Team

Not started Nov 12, 2020

N8 leadership and MTSS team will provide professional learning on MTSS, data collection and progress monitoring.

Oct 05, 2020 to May 31, 2021 - N8 Leadership and Davis MTSS Team

Schedule professional learning sessions for staff to learn how to use interventions e.g. LLI, Hopscotch, Achieve 3000, MobyMax, IXL, GoMath, Thinking Maps, Pathways.

Aug 24, 2020 to May 24, 2021 - Vendor and/or Teacher Leaders

Davis staff will engage in quarterly Parent-Teacher academic team meetings to help inform parents, strengthen, support, and reinforce student learning in each classroom.

Oct 19, 2020 to May 24, 2021 - Teachers and Administrators

Strategy 2

Continue with QFT as an instructional practice.

Sep 15, 2020 to Jun 15, 2021 - ILT

Purchase Pathways to Proficiency ESL Curriculum PreK-8th

Jul 13, 2020 to Aug 23, 2020 - Admin

Provide Pathways to Proficiency PL for teachers to learn how to develop differentiated lesson plans for all language proficiency levels of English Learners.

Aug 24, 2020 to Sep 04, 2020 - Thinking Maps Consultant

Purchase Map Skills (2-8th)

Jul 13, 2020 to Aug 31, 2020 - Admins

Pilot Map Skills to interested teachers (2-8th)

Sep 07, 2020 to Jun 18, 2021 - Ms. Alducin, Ms. Guerrero, Ms. Dragos, & any teacher who expresses interest in piloting

PL on technology tools/ learning platforms

Aug 30, 2021 to May 23, 2022 - Nathan Rodriguez

Train teachers/staff on available Intervention Programs (LLI, Hopscotch, Achieve 3000)

Aug 31, 2020 to Oct 27, 2020 - Consultants

PL for new staff on existing schoolwide programs including Thinking Maps, Ubd, Making Meaning, Being a Writer, NGSS Amplify, Go Math

Sep 08, 2020 to Mar 02, 2021 - Teacher Leaders

Strategy 3

On-Track Nov 19, 2020

Provide PL on data-driven instruction

Aug 31, 2020 to Sep 30, 2020 - ISL, N8 Leadership and Teacher Leaders

Grade level data meetings

Sep 29, 2020 to Jun 14, 2022 - Teachers

Content teams evaluate performance tasks

Aug 31, 2020 to Jun 14, 2022 - Teachers

PL on providing specific and intentional feedback to students (conferring, rubric)

Sep 07, 2020 to Jun 20, 2022 - ISL, N8 Leadership and Teacher Leaders

PL on skills/strategies-based learning

Oct 05, 2020 to Jun 17, 2022 - ISL

Strategy 4

Behind Nov 19, 2020

S.S. Content team will meet monthly to collaborate and determine what civic learning activities Davis will engage with.

Oct 01, 2020 to Jun 17, 2022 - SS Content Team

Expose students to daily CNN10.com and PBS news reports and have them engage in discussions about global and local events to help them develop social and civic consciousness.

Sep 07, 2020 to Jun 17, 2022 - Teachers

Provide PL on student project-based learning.

Sep 11, 2020 to Sep 30, 2020 - ISL and/or Knowledge Center Pre-packaged PD

If we put together a strong, well-supported student council that has equal representation, two students from each homeroom, that meets twice a month to elect among themselves a president and other officers, then we will see that students can not only understand civic systems but this can also lead to students having a voice and better engagement in what happens in their school.

Sep 07, 2020 to Oct 30, 2020 - Teacher Sponsor & Students

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.

Davis will continue to monitor On-Track data, attendance data, NWEA, TRC, ACCESS and IRA as it becomes available. We will analyze the data and evaluate instructional programs accordingly

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

Our MTSS Team will review data to make recommendations for Tier 2 and Tier 3 academic and behavioral interventions.

Davis will offer enrichment after school tutoring and extended school year opportunities for students identified as needing or exceeding.

Utilization of online platforms to provide further opportunities for students to engage in differentiated content to close or exceed the achievement gap (Achieve 3000, MobyMax, IXL, Map Skills)

Related service providers will provide small group and/or 1 to 1 counseling/social work/mentoring.

Climate and Culture Coordinator will model positive behavior and citizenship to students.

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.

Co-Teaching opportunities

ELPT resource teacher

After school academic programs

Reduced Class Sizes

Extended School Year

Review master schedule for extended learning opportunities

BPNC Summer Programs (Academics and Enrichment)

Skill-based grouping instruction

Additional supports for teachers around guided reading instruction

Additional supports for teachers around guided math instruction

Analyzed individual student data and/or student work to determine appropriate activities.

Provided for extended learning opportunities such as tutoring before/after school and summer school as determined by state criteria for benchmark grades.

Incorporated modifications/accommodations for curriculum activities.

Conduct parent/teacher conferences to keep parents informed.

Link parents to appropriate resources including counseling services, outreach programs, community, agencies, mentoring programs, etc.

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).

Second Step Curriculum PreK-8th

Calm Classroom Pre-8th Grade

MTSS Tiered Interventions

Success Bound Curriculum 6-8th

Naviance 6-8th Grade

UIC Youth Summit 6-8th

Related service providers will provide small group and/or 1 to 1 counseling/social work/mentoring

Climate and Culture Coordinator models positive behavior and citizenship to students

BPNC After-School academic and enrichment programming

Peer Buddy Program

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

Administrators facilitated new teacher orientation as needed.

Davis is a designated Illinois Horizon School to Watch School and Middle School of Distinction.

Davis provides new teachers with a peer mentor.

PD on school-wide practices is provided for new teachers.

The interview committee participates in the screening and hiring of highly-qualified teachers.

Davis works with the CPS talent office to recruit highly-qualified 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.

Scheduled ?specials? during the same time blocks so teachers have time to collaborate or receive training. CIWP committee has been and is representative of K-2, 3-5, 6-8, and all content areas and SpEd teacher representation.

ALL PD is aligned to our CIWP priorities

ILT members participate in BOY and MOY N8 Instructional Core visits and have input into the next step(s) for schoolwide PD and priorities

PreK-8th Grade Teacher Representation in ILT

Content Teams make recommendations for PD

N8 Summit Teacher Leaders facilitate PD aligned to district priorities.

PD planned and facilitated by teacher leaders during grade-level meetings and school improvement days

Teacher and ESP are allowed to attend external preferred PD

Administrators facilitate monthly PD for ESP staff

IHSTW self-assessment results are used to plan for PD for middle school

PD Exit Slip feedback is used to determine the next steps and differentiation

Google Form Surveys are used to collect staff feedback and determine the next steps and differentiation

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

Parent resource teacher facilitates daily parent workshops on topics including literacy, volunteering, tutoring, health, financial literacy, etc.

All formal and informal meetings are conducted in both English and Spanish.

Monthly coffee with the Principal.

Robocalls are used regularly to keep parents informed and involved.

Use of social media is used daily to increase parent involvement (School Website, ClassDojo, Twitter, Facebook, and Youtube)

Davis participates in the federal funded Parent Mentor Program

GED and ESL classes are held for parents.

Parent support during recess/lunch periods.

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.

Several Mandatory Transition to Kindergarten meetings are held annually to provide parents with information regarding requirements, curriculum, assessments, and how to prepare and support children for kindergarten.

Preschool and kindergarten collaborations meetings are held quarterly.

Arranged for kindergarten and preschool teachers to visit each other's classrooms.

ECE Head Teacher and ECE Parent Resource Teacher coordinate professional development activities of preschool and kindergarten teachers in order to align prekindergarten and kindergarten curricula and goals.

Teachers participate in district PreK -2nd Literacy PD.

Preschool students can apply to remain in our school for 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.

School administrators consult with PPLC, PPC, and ILT members to develop the yearly school assessment plan. Additional feedback is gathered from all teachers during grade-level meetings as to the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

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.

Teacher teams engage in monthly data analysis of student work to identify students who need additional support to achieve mastery of standards.

Our MTSS Team reviews data and makes recommendations for Tier 2 and Tier 3 academic and behavioral interventions for students experiencing difficulty mastering proficient levels of academic achievement.

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.

Title 1 PAC committee actively meets once per month.

Title I, Part A and Title III, Part A work together to supplement instructional support for English Language Learners in grades K-8th.

Title I coordinates with Title X to provide services to homeless students in grades Prek-8th.

Partnership with UIC Organ-Wise for Prek-5th Grade students to receive health and nutrition classes.

Partnership with Kelly H.S. and Junior Achievement for Prek-4th Grade Students on the job training.

Partnership with Space to Grow and Community Gardens supports hands-on nutrition programs for all students and families.

UIC Davis Health and Wellness Center provides medical/health services to Prek-8th Grade students and the community.

ECE Parent-Child Resource Center provides parenting classes, support groups for parents, a lending library, and school supplies to families in our school.

Partnership with the Greater Chicago Food Depository provides a biweekly Healthy Student Market which supplies fresh fruit and vegetables and dried and canned goods to families and qualifying community members.

on every other Thursday.
Summer Meals are provided to all students under 18 years of age.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Nathan S Davis Elementary School holds regular monthly meetings with its NCLB Title 1 PAC, LSC, and BAC Committee members. Consequently, parents have plenty of opportunities to participate in the development, and revision of our NCLB, Title I school parental involvement plan, and policy. Parents are encouraged to voice their opinions and concerns via the completion of My Voice, My school survey, and by attending the annual State of the School presentation. Furthermore, parents are strongly encouraged to actively participate in the development and revision of the annual Continuous Improvement Work Plan. Parents are notified in advance of these meetings dates via the monthly school calendar, automated calling system, and through the monthly principal's newsletter.

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

Principal and/or designee will hold an Annual Title I Informational meeting during the second week in September 2020 to inform parents/legal guardians, teachers and staff, and concerned community individuals of the school's participation in NCLB, Title I programs. At this meeting, attendees are informed

with great detail of their right to work with the principal in the planning, design, implementation, and evaluation of the Title I Program. Attendees also receive a copy of the School's Title I CIWP Design, Parent Involvement Budget Plan, Parent Involvement Policy, Parent Compact, Title I Budget and Title I Parent Funds and other, District Parent Involvement Policy, CPS Title I Parent Involvement Guidelines and PAC Organizational Meeting date.

The principal will host the NCLB Title 1 PAC Organizational meeting during the last week in September 2020 to elect new committee officers and to establish monthly meeting dates and times for the year. Meeting information for both meetings is posted monthly on the school doors; it is included in the monthly school calendar; monthly Principal's Newsletter, school website, ClassDojo; flyers are sent home with students, and robocalls are generated.

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.

Year-round, parents are urged to attend and participate in monthly Coffee with the Principal, LSC, NCLB Title 1 PAC, BAC, Wellness committee meetings, and yearly CIWP planning meetings. Suggestions that generally arise during these meetings are recorded, incorporated, and/or addressed as soon as it is feasible or during subsequent meetings. Individual parent requests to meet with teachers, administrators, and/or staff to discuss behavioral and academic decisions affecting their child will be screened and delegated to the appropriate staff member e.g. classroom teacher, recess coordinator, counselor, bilingual specialist, Assistant Principal and/or Principal. Parents are provided advanced notification of specific meeting dates to execute informed decisions relating to the education of their children including attendance to EIP, 504 Plan, Annual Review, and related services meetings. Additional parent requests to participate in decisions relating to the education of their children will be scheduled by school administration when deemed appropriate and necessary.

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.

Individual students' State assessment reports (IRA) will be distributed and discussed with parents during Curriculum Night in September or during parent-teacher conference night in November. The student profile reports are sent home after each test administration of the NWEA MAP assessment (MOY and EOY) and a robocall is generated to advise parents that these reports are available and they should expect their child to bring theirs home. Student progress reports are sent home quarterly. Parents are encouraged to see the classroom teacher for specific questions or needed clarifications.

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

All of the teachers at Nathan S Davis Elementary School are highly qualified. In the event that a teacher no longer meets highly qualified status under Title 1 Regulations, then parents will be notified via a letter drafted in English and Spanish. Additionally, a parent meeting may be necessary to inform all parents.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A;

how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parent workshops are planned and facilitated several times per year to help promote understanding of the state's academic content standards; state and local academic standards and other alternative assessments. These workshops are scheduled to occur during regular monthly LSC, BAC, and NCLB PAC meetings. We also offer group and individual parent training on IMPACT Grade Portal for better monitoring of student progress during parent-teacher conference nights. Our staff will engage in professional learning opportunities to enhance staff-parent and parent-staff collaboration to support student progress including goal setting for students.

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.

Parents benefit from available workshops and resources that promote and support literacy and the use of technology. Information, resources, materials and trainings available to parents include but are not limited to English as a Second Language class, GED, computer classes, nutrition classes, parenting classes, college readiness workshops; and participation in Family Reading Night. Numerous volunteer opportunities are available to parents at the classroom and/or school level. Parents are encouraged to actively participate in LSC, NCLB Title 1 PAC, BAC and Wellness Committees. Title 1 Parent Involvement funds are used to fund some of these activities.

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.

Our school will provide staff with professional learning opportunities to enhance staff-parent and parent-staff collaboration to support student progress. Our school will provide opportunities for staff and parents to communicate and work together by attending New Student/New Parent Orientation Days, Curriculum Night; providing access to GradeBook Parent Portal; monthly classroom newsletters, ClassDojo, and by text alerts and/or email.

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.

Nathan S Davis' ECE Child-Parent Center provides parents with opportunities to participate in ECE workshops conducted daily on-site by our Parent Teacher. A minimum of one Scholastic Books fair and one Family Reading Night are scheduled throughout the year to include the participation of Head Start parents. Parents are expected to volunteer in the ECE classrooms and/or in their own homes. Our school promotes family literacy by making RAZ Kids and Reading A-Z available to every student K through 5th.

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.

To ensure effective communication with parents all information related to the school, parent programs, meetings, and any other activities and/or events are always conducted in both English and Spanish. Translators are available for anyone who needs them. Website, ClassDojo, Newsletters, and out calling messages are published in English and Spanish. Additionally, the school leadership staff is bilingual and is able to meet the needs of our school population.

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.)

Our mission is to establish a culture where all students can achieve academic and social excellence by cultivating a partnership with teachers, parents, and community members who are committed to the development of life-long learners who are college and career ready by demonstrating confidence, creativity, and self-motivation.

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 a year as indicated by the CPS district calendar Q1 on Wednesday, November 18, 2020 and Q3 on Wednesday, April 21, 2021. Parent-teacher conferences are held with parents every 1st quarter, 2nd quarter, 3rd quarter and 4th quarter for students who have a grade of D or F on their quarterly Progress Report. Additionally, 3rd, 6th and 8th Grade Informational parent meetings will be held after the 1st, 2nd, and 3rd administration of NWEA.

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

Progress reports are sent home with students every 5 weeks and report cards are distributed to parents and/or sent home on a quarterly basis. Individual student reports including DIBELS, IDEL, NWEA MAP, ACCESS, PARCC are made available and discussed with parents as soon as they become available.

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

Our staff is available to meet with parents during Meet and Greet Day (prior to the 1st day of school); during Curriculum Night (first or second week in September) and during Parent-Teacher Conference Days. Teachers are also available to meet with parents during their scheduled preparation periods. Parents are encouraged to set up appointments during the school year and summer to secure a conference with staff. On as a needed basis and depending on the urgency/sensitivity of the situation, school administrators will use discretion to allow parents access to staff during the instructional day. Parents are welcome to call the school and/or walk-in.

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 are encouraged to volunteer in their child's classroom on a daily basis and to model reading and tutor students and/or assist as recess and or lunchroom monitors as often as available. Parents are welcomed to attend field trips with their children. Parents are encouraged to make surprise classroom visits at different times during the day to get an accurate picture of what his/her child is like throughout the day. Working parents may participate in their child's classroom remotely by working with their children in school projects such as science projects, writing activities, and/or completing pre-determined activities such as cutting, gluing, stapling, labeling and organizing materials or books. All volunteers are asked to undergo and meet CPS volunteer background check requirements

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

During Curriculum Night in September, teachers provide parents a packet with specific information and tools on how to support their children's learning. The parent packet contains curriculum information, grading policy/weights, homework expectations, attendance policy, adhering and supporting the CPS Student Code of Conduct policy; registering children for after-school programs; and establishing good work and study habits. During the last week in June, teachers send home a "Helpful Hints" document with the end of the year take-home information. The Helpful Hints document provides grade-level specific tips and activities for parents to keep their children engaged during the summer to prevent summer loss. The document may include recommended readings, subscription information to Raz-Kids, Math Xcel, Study Island, summer reading programs offered through the Chicago Public Library, museum exhibits, etc. Additionally, parents are encouraged to register for a GradeBook Parent Portal and to attend parenting and other educational workshops offered at the school (including the topics of literacy, CCSS math, Self-Esteem, Family Discipline, Nutrition, etc).

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

Year-round, parents are urged to attend and participate in monthly LSC, NCLB Title 1 PAC, BAC, Wellness committees, and yearly CIWP planning committee. Parents are provided advanced notification of specific meeting dates to execute informed decisions relating to the education of their children in regards to IEP, 504 Plan, Annual Review, and related services. Parent-Teacher Conference nights are also designated

dates for parents to participate in the education of their children. Additional parent requests to participate in decisions relating to the education of their children will be scheduled by the school administration when deemed appropriate and necessary.

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 share the responsibility for improved academic achievement by 1) Complying and adhering to the school attendance policy. 2) Complying with the use of student uniform. 3) Adhering to the CPS Student Code of Conduct. 4) Participating in an after-school program and/or summer programs. 5) Getting plenty of sleep. 6) Maintaining a positive attitude and coming prepared to class. 7) Using the ASPEN Grade Portal to keep up with grades. 8) Seeking before school and after school tutoring. 9) Participating in College week and all college readiness workshops and activities available to students and 10) Students will work with teachers to set personal academic and social goals.

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.

Ongoing (September through June) - Parent-Child Center workshops will be available every day. (facilitated by our Early Childhood Parent Teacher at no cost to the school)
Ongoing (September through June) - ESL, Computer, GED and Art Classes for parents (these classes are free of cost to the school through Daley College and BPNC)
September - Gradebook Parent Portal Workshop (facilitated by school administration)
October - NWEA MAP Presentation (facilitated by school administration or teachers)
November - 8th Grade Parent Meeting and H.S. Application Night (facilitated by the counselor and 8th-grade teachers)
January - Understanding CCSS Workshop for Parents (facilitated by school staff)
February - Understanding ACCESS Reports (facilitated by ELPT at no cost to the school)
March - Field trip to CPS Parent Resource Center (free)
April - Trip to Shedd Aquarium and/or Museum of Science & Industry (using admission account funds)
May - Scholastic Book Fair
June - Presentation of Parent Certificates and Awards (using supplies account funds)

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1665.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1055.00
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.	\$500.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$800.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$200.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00