

Foster Park Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020	Kimberly Young, Lekesha Coleman, Sharnta Alexander, Donna Rissky, Shelby Wnston, Karen Hicks, Simeko Washington	SEF Ratings & Evidence
01/31/2020	Kimberly Young, Lekesha Coleman, Simeko Washington	Evidence for SEFs
02/13/2020	Kimberly Young, Lekesha Coleman, Karen Hicks, Mary Burks, Simeko Washington	Evidence for SEFs
02/20/2020	Kimberly Young, Lekesha Coleman, Sharnta Alexander, Shelby Winston, Mary Burks, Simeko Washington	Identifying Critical Needs
03/05/2020	LSC	Updated LSC on progress

Date	Participants	Topic
03/12/2020	Kimberly Young, Lekesha Coleman, Simeko Washington, Shantell Smith	Root Cause Analysis & SEF Priorities
03/30/2020	Kimberly Young, Lekesha Coleman, Mary Burks, Michelle Bullock, Mariah House, Sharnta Alexander, Spencer Haydary, Steven Bertram, Simeko Washington	Root Cause Analysis & SEF Priorities
04/16/2020	Kimberly Young, Lekesha Coleman, Simeko Washington, Mary Burks, Mariah House, Spencer Haydary, Simeko Washington, Spencer Haydary, Jonale Harper	Theory of Action, Action Steps
04/28/2020	Kimberly Young, Lekesha Coleman	Action Steps
04/29/2020	Kimberly Young, Lekesha Coleman	Action Steps
08/06/2020	Kimberly Young, Lekesha Coleman, Jeri Hayes, Karen Hicks	Updated LSC on progress
08/26/2020	ILT	PM CIWP
09/10/2020	LSC	Updated LSC on progress

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
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)

- 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 3 Enable staff to focus and prioritize what matters most
- 3 Employ the skills to effectively manage change
- 4 Make “safe practice” an integral part of professional learning
- 3 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** “ The school sets benchmark goals using the CCSS, MAP Continuum of Learning and other district priorities. “ The school community created a mission and vision that focuses the work of the community. “ The school staff created Theory of Action. The levers for the Theory of Action are Core Instruction, Professional Learning Systems, School Climate, Results-Oriented Leadership, and Community & Parental Involvement. “ The school’s mission, vision, and SQRP expectations are drivers of the school’s work. “ All Stakeholders are informed of school priorities aligned to SQRP.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 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
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** “ The school sets benchmark goals using the CCSS, MAP Continuum of Learning and other district priorities. “ The school community created a mission and vision that focuses the work of the community. “ The school staff created Theory of Action. The levers for the Theory of Action are Core Instruction, Professional Learning Systems, School Climate, Results-Oriented Leadership, and Community & Parental Involvement. “ The school’s mission, vision, and SQRP expectations are drivers of the school’s work. “ All Stakeholders are informed of school priorities aligned to SQRP.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student’s communities, culture, history, and language
 - 3 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 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:** ? All students receive grade level textbooks in each grade ? GO Math (K-8th), Pearson(ELA/6th-8th), Reading Street (ELA Grades K-5), Amplify (Science) ? 120 minute reading block entire school ? 90 minute math block entire school ? Lead 180 Tool Kit provided for all teachers for CCSS, DOK levels and objectives ? RAZ Kids for EL
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 1 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** ? 3 week unit plans due and calendared for year ? Staff grade book reviewed and staff given feedback regularly ? School-wide grading expectations aligned to district policies ? Staff create unit plans, lesson plans and weekly assessments. Information is reviewed in grading practices. ? School implements a progress monitoring calendar. ? Daily pop ins and feedback provided to individual teachers at least 3 times a week
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** ? Progress monitoring tool through DIBLES/TRC ? District Assessments ? Formative Assessments ? Weekly Gradebook Reflections ? GLT Meetings ? ILT Meetings/Data Analyze ? Data Room ? Data Meetings ? Uniform Grading

Categories/Practices ? Teacher Action Plans ? Weekly Assessment
Submission/Feedback

- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 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)
 - 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)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 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)
 - 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 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)
- **Evidence:** ?Reflection Room ?School Social Work Services ?Screening systems for students ?Small group instruction ?Testing blocks for assessing students ?Intervention periods scheduled weekly ?Intervention materials provided ? Intervention instruction monitored weekly ?Teachers required to provide weekly guided practice to groups of students ?Morning tutoring provided. ?Accelerated Reader/Leveled Readers/Strategic Intervention ?After School Programs ?Several Mentoring Programs and events calendared throughout the school year
- 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** ?Career Week ?College Week ?Progress Monitoring Meetings ?Partnerships with Colleges ?Peer Coaching ?Learning Walks and Observations ?Teacher Mentor ?Competitions ?Morning Announcements ?WGN Forecaster of the Day ?Mentoring Programs established ?Junior Achievement with A.T. Kearney ?Calendared programs to promote high expectations and a college going culture ?Yearly calendared events promote relationships building including staff vs. student sports events, staff student turnaround day, college week, Principal for a Day, Girls Summit, etc.

Quality and Character of School Life

- 3 - Relational Trust

- 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** ? Character Trait of the Month ? 2nd Step ? Calm Classroom ? Peace Circle ? Social Worker ? Counselor ? Weekly Grade Level Team Meetings ? Common Preps ? Professional Development ? Teacher Tune Ups
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 3 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:** ? Student Council ? Student Voice Committee ? Student Ambassador Program ? After School Programs/After School Sports ? Robotics ? Sports offered throughout the school year ? Academic Bowl ? Know Your Heritage ? Pep Rally ? Morning Tutoring Program ? Incentive Field Trips ? Fine & Performing Arts Programs ? Student Competitions ? Saturday School ? Cheerleading/Band/ Junior Achievement/Choir/Exceeds Club ? Career Day ? High School Fair ? Students visit Colleges ? Students participate in community services projects (Pennies for Patients, Breast Cancer Awareness, Grandparents Day) ? Science Extension programs (Life Cycle of Chick, Life Cycle of Butterfly, Human Body Fair) ? Exceeds Club
- 3 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** ? Discipline is seen as development, not punishment ? Discipline Team in place ? Reflection room in place ? School-wide expectations posted ? Discipline is individualized and proactive to promote appropriate behavior ? Rewards/incentives for positive behaviors ? Student Code of Conduct is used as a guide to improve student behavior. ? Sports used proactively to promote positive behavior ? Mentoring Programs ? Incentive programs ? Exceeds Club ? Attendance Club ? Monthly acknowledgment of Citizenship (Student of the month, field experiences, etc) ? Saturday School Suspension ? In School Detention ? Social Work Intervention
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)

- 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** ? Discipline is seen as development, not punishment ? Discipline Team in place ? School Dean is in place ? School wide procedures are in place and have been shared to staff ? School-wide rules posted ? Agenda item at weekly facilities meeting ?Discipline is individualized and proactive to promote appropriate behavior ?Rewards/incentives for positive behaviors ?Student Code of Conduct is used as a guide to improve student behavior. ?Sports used proactively to promote positive behavior
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 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:** ?Teachers provide parents with syllabus twice a year ?Teachers are required to communicate with parents regularly -Teachers maintain telephone communication logs ?Staff uses Parent Portal to communicate with parents ?Principal shares school report card with parents ?Principal sends out mailings at the beginning of the school year that provides year-long goals and expectations to all parents. The letter provides the previous school years data as well as how the school plans to improve. ?Principal communicates with parents monthly with a newsletter, monthly calendar, and messages on the school website. -Family events calendared throughout the year (Grandparents Day, Literacy Night, Math Night, Real Men Read, Assemblies) -Parents encouraged to attend field experiences -Parent workshops calendared throughout the year -PAC -LSC - Monthly Calendar and Newsletter Shared with families -School Website -Marques

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
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: Student Voice, Engagement, and Civic Life	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	Math attainment among all students
Root Cause 1	We don't have high expectations for students that allow perseverance and low cognitive demand
Area of Critical Need 2	Literacy attainment among all students

Root Cause 2	We have students performing below grade level in reading and math
Area of Critical Need 3	
Root Cause 3	Small group instruction and intervention isn't being offered with fidelity
Area of Critical Need 4	
Root Cause 4	It takes time for planning thorough units and interventions for tired and individualized instruction

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 (Math) Only 51.5% of students demonstrated growth on the NWEA MAP Reading Assessment any only 50,9% of students with IEPs demonstrated growth on the NWEA MAP Reading Assessment.	Overall		52.00	54.00
	African American		56.00	58.00
Vision: NWEA Attainment G2-8 (Math) Only 49% if the students in 2nd - 8th grade are at or above grade level and only 28.2% of the students with IEPs are at or above grade level.	Overall		51.00	53.00
	Students with IEPs		52.00	54.00
Vision: Attendance Rate The current Attendance Rate is at 94.8%.	Overall		95.00	96.00
	Students with IEPs		94.00	95.00
Vision: NWEA Attainment G2-8 (Reading) Only 59.6% of the students in 2nd - 8th grade are at or above grade level and only 15.4% of the students with IEPs are at or above grade level in Reading.	Overall		52.00	54.00
	Students with IEPs		16.00	18.00
	Overall		59.00	61.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>Only 57.6% of students demonstrated growth on the NWEA MAP Math Assessment any only 50% of students with IEPs demonstrated growth on the NWEA MAP Math Assessment.</p>	Students with IEPs		52.00	54.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey Improve in all metrics on the MVMS Survey</p>				4.00	4.00

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...	Deliver evidence-based instruction using Gradual Release encompassing both whole and small groups with differentiated tasks that promote rigorous student-student discourse and continued teacher collaboration
Then we see...	-All K-8 teachers incorporating gradual release in whole group and small group tasks and activities -evidence of differentiated instruction in lesson plans and in practice -teachers implementing small group and center-rotations aligned to student needs -students engaging in accountable talk and meaningful discourse -teachers collaborating on practices both during and outside of professional development opportunities -rigorous tasks aligned to CCSS and DOK in different components of instructional blocks

which leads to...	-students independently completing tasks with appropriate scaffolds in place -students meaningfully building on and challenging others? ideas through student to student discourse -an increase in teacher proficiency on REACH-Domain 3 components as indicated on pops, informal and formal evaluations. -an increase in student mastery of standards-based objectives as indicated in student work and assessment data. -an increase in students achieving attainment and growth measured by EOY summative assessments
Budget Description	Professional Development with LEAD 180, Resources to support Webb's Depth of Knowledge, After School Teacher Tune-Ups, Resources to support small group instruction, System for progress monitoring student learning
Tags	Instruction
Action steps	<ul style="list-style-type: none"> • (On-Track) GLTs will have weekly grade-level meetings to collaborate about Unit/Lesson Plans, designing CCSS aligned assessments, creating instructional tasks aligned to Webb's Depth of Knowledge (DOK), analyzing student work using the LASW Protocol, and providing peer feedback using additional protocols and rubrics, Tags:Structure for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams • (On-Track) Provide weekly Professional Development opportunities for teachers in the area of the Gradual Release, Tier 1 instruction, small group instruction, creating rigorous tasks that support student achievement for all students, and building teacher capacity in implementing the REACH components through teacher tune-ups led by admin and lead teachers and the LEAD 180 toolkit. Tags:Leadership for Continuous Improvement, Instruction, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) ILT will visit classrooms to provide feedback on effective teaching and learning practices. Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) Provide opportunities for SPED Resource/Self-Contained teachers and General Education teachers to review student IEPs for lesson planning and co-teaching model. Tags:ODLSS: Special Education Administrator • (Not started) Develop a school-wide protocol for forming small groups based on data and teachers will follow DDI cycles as evident by flexible small groups (i.e. protocol will cover forming, implementing and conducting effective literacy and math small group instruction) Tags:Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership

Strategy 2

If we do...	Develop differentiated and tiered assessments based on CCSS and progress monitor by using real-time data to address student needs and implement uniformed grading practices which includes consistent categories, weights and measurable outcomes
Then we see...	Consistency in planning and grading Students being on track Ongoing assessments aligned to standards and student need Continual instructional adjustments Daily Formative assessments Equitable grading expectations Student demonstrating proficiency and skills over different opportunities
which leads to...	? increase in students demonstrating growth ? increase in students making growth targets ? increase in students at or above grade level ? decrease in the amount of LRE 3 students
Budget Description	Summer Yearlong Curriculum Map Clinics, Professional Development with LEAD, Professional Development with Measuring Up, Funds to support extended day for teachers, Purchase of PM tool for 2nd - 8th Grade, Purchase of Reading in Motion to support Kindergarten - 2nd Grade.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (On-Track) Measuring Up will be purchased for balanced interim assessments at 5 weeks increments. Tags:Balanced Assessment and Grading, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Equitable Access (Not started) Cluster teams will meet to determine appropriate grade weights, categories and best practices (ie retake policy, make up work policy, etc) Tags:Balanced Assessment and Grading, Teacher Leader Development & Innovation: Teacher Teams (Not started) Teachers will analyze on/off track data for grades and student mastery. Tags:Balanced Assessment and Grading, Literacy: Shift 2-Leveraging Data to Close Gaps, Teacher Leader Development & Innovation: Teacher Teams (Not started) ILT will conduct data dives based on interim assessments. Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps

Strategy 3

If we do...	implement a curriculum based on CCSS and NGSS with student tasks aligned to DOK levels and common interim assessments in all content areas.
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Then we see...	all students Pre K - 8th including DL gaining meaningful access to grade-level content and core knowledge Intentional lesson planning Curriculum customized to student data Teacher facilitating Student-led learning Weekly progress monitoring Students read grade-level novels that support understanding of standards Manipulatives used in math instruction to support students conceptual understanding of standards Technology is science to incorporate real-world experiences
which leads to...	DOK questioning Tasks directly aligned to objectives & standards Students taking ownership of their learning, productive struggle Increased opportunities to practice skills all students receiving equitable access to learning
Budget Description	Summer planning with math & literacy leaders to develop customized curriculum that supports student data and their needs.
Tags	Curriculum, Science: Curriculum, Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Teacher will develop a curriculum map and scope & sequence that will reinforce differentiated instruction during summer. Tags:Curriculum, Instruction • (Not started) School-wide professional development on forming, implementing, & conducting effective literacy & math small group instruction; Tags:Structure for Continuous Improvement • (Not started) School will purchase Amplify Science K-8th, GO Math K-8th, Reading Street (K-5th), Pearson (6th-8th), Impact Social Science (K-5th), Discovery Social Science (6th - 8th), Words Their Way (K - 8th) Unique Curriculum for Cluster students, Quaver for Music Tags:Arts Education: Assessment in the Arts, ODLSS: District Representatives, Science: Curriculum, Math: Curriculum • (Not started) Summer planning with teacher leads (math, literacy, science, social studies, and the Arts) to develop supplemental units guided curriculum maps that model alignment across standards, objectives, tasks, appropriate DOK levels 1-4, assessments and facilitate differentiated instruction. Tags:Instruction, Science: Rigorous Tasks, Math: Rigorous Tasks • (Not started) Teachers will establish a culture for learning that is grounded in utilizing authentic texts and other resources reflecting cultural backgrounds of students in addition to creating a student incentive program that supports IXL and vocabulary acquisition per discipline area. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Teachers will intentionally develop standards-based lessons/units that incorporate technology usage and inquiry-based learning to enhance critical

	<p>thinking, 21st-century skills, increased cognitive demand, equitable access across all disciplines.</p> <p>Tags: Instruction, Supportive and Equitable Approaches to Discipline, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Science: Rigorous Tasks, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks</p>
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Strategy 4

If we do...	If we implement a Schoolwide Tier 1 Expectation and Policy with fidelity and a comprehensive menu of Tier 2/3 supports that includes SEL groups, check in check out, academic support, parenting support and outside family support services
Then we see...	an increase of the student population meeting school-wide behavior expectations. Improved school and family relationships Stronger home-school connection Students feeling connecting to the school Effective student and staff relationships
which leads to...	building a stronger school climate and culture for all stakeholders Less tier 2/3 referrals for academic and behavioral support School-wide structures to handling academics and behaviors Behavioral improvement for struggling students. Less referrals to outside community agencies Reduce need for Crisis services Reduction in referrals for tier 3 academic support
Budget Description	Second Step Curriculum, Interventionist, Dean of Students/Youth Advocate, Part-Time Security Officer
Tags	MTSS
Action steps	<ul style="list-style-type: none"> (Not started) Reinforce clear school-wide systems across grade levels for disciplinary practices, including a consistent referral process. Reinforce expectations for lunch, recess, hall behaviors, and social media etiquette, including consistent positive reinforcement. <p>Tags: MTSS, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Create an implementation plan to address Second Step SEL curriculum (i.e. encompassing peace circles, talking circles, and other tiered interventions) that addresses SEL standards and identify 30-60 minutes per week in each classroom schedule to facilitate SEL curriculum consistently across K-8 (i.e. integrate Second Step SEL Curriculum standards with CCSS and ISL into Social Studies lessons) <p>Tags: MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) Provide opportunities for student leadership development (i.e. during lunch, recess, advisories, after school clubs, etc.). Students will demonstrate leadership abilities by participating on the Student Voice Committee,

	<p>Morning Announcement Committee, extracurricular activities as well as organizing and facilitating community service projects.</p> <p>Tags:MTSS, Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> (Not started) Hold weekly BHT team meetings to progress monitor Tier 1 support and determine Tier 2 and Tier 3 support for referred students. <p>Tags:MTSS</p>
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Action Plan

Strategy 1

On-Track Sep 28, 2020

GLTs will have weekly grade-level meetings to collaborate about Unit/Lesson Plans, designing CCSS aligned assessments, creating instructional tasks aligned to Webb's Depth of Knowledge (DOK), analyzing student work using the LASW Protocol, and providing peer feedback using additional protocols and rubrics,

Sep 08, 2020 to Jul 22, 2021 - Cluster Leads

On-Track Sep 22, 2020

Provide weekly Professional Development opportunities for teachers in the area of the Gradual Release, Tier 1 instruction, small group instruction, creating rigorous tasks that support student achievement for all students, and building teacher capacity in implementing the REACH components through teacher tune-ups led by admin and lead teachers and the LEAD 180 toolkit.

Sep 08, 2020 to Jun 22, 2021 - Admin

ILT will visit classrooms to provide feedback on effective teaching and learning practices.

Oct 01, 2020 to Jun 22, 2021 - ILT

Provide opportunities for SPED Resource/Self-Contained teachers and General Education teachers to review student IEPs for lesson planning and co-teaching model.

Sep 08, 2020 to Jun 22, 2021 - SPED Teachers

Develop a school-wide protocol for forming small groups based on data and teachers will follow DDI cycles as evident by flexible small groups (i.e. protocol will cover forming, implementing and conducting effective literacy and math small group instruction)

Aug 31, 2020 to Jun 22, 2021 - ILT Team

Strategy 2

On-Track Jul 31, 2020

Measuring Up will be purchased for balanced interim assessments at 5 weeks increments.

Jul 01, 2020 to Aug 28, 2020 - Admin

Cluster teams will meet to determine appropriate grade weights, categories and best practices (ie retake policy, make up work policy, etc)

Aug 24, 2020 to Sep 05, 2020 - ILT Leads

Teachers will analyze on/off track data for grades and student mastery.

Sep 18, 2020 to Jun 18, 2021 - Cluster Teachers

ILT will conduct data dives based on interim assessments.

Oct 01, 2020 to Jun 18, 2021 - ILT Team

Strategy 3

Teacher will develop a curriculum map and scope & sequence that will reinforce differentiated instruction during summer.

Aug 24, 2020 to Sep 01, 2020 - Teachers

School-wide professional development on forming, implementing, & conducting effective literacy & math small group instruction;

Aug 23, 2020 to Aug 29, 2020 - Admin

School will purchase Amplify Science K-8th, GO Math K-8th, Reading Street (K-5th), Pearson (6th-8th), Impact Social Science (K-5th), Discovery Social Science (6th - 8th), Words Their Way (K - 8th) Unique Curriculum for Cluster students, Quaver for Music

Jul 01, 2020 to Jul 31, 2020 - Teacher Lead

Summer planning with teacher leads (math, literacy, science, social studies, and the Arts) to develop supplemental units guided curriculum maps that model alignment across standards, objectives, tasks, appropriate DOK levels 1-4, assessments and facilitate differentiated instruction.

Aug 03, 2020 to Aug 31, 2020 - ILT

Teachers will establish a culture for learning that is grounded in utilizing authentic texts and other resources reflecting cultural backgrounds of students in addition to creating a student incentive program that supports IXL and vocabulary acquisition per discipline area.

- Teacher Teams

Teachers will intentionally develop standards-based lessons/units that incorporate technology usage and inquiry-based learning to enhance critical thinking, 21st-century skills, increased cognitive demand, equitable access across all disciplines.

- Teacher Teams

Strategy 4

Reinforce clear school-wide systems across grade levels for disciplinary practices, including a consistent referral process. Reinforce expectations for lunch, recess, hall behaviors, and social media etiquette, including consistent positive reinforcement.

Aug 24, 2020 to Jun 30, 2021 - ILT/BHT Team

Create an implementation plan to address Second Step SEL curriculum (i.e. encompassing peace circles, talking circles, and other tiered interventions) that addresses SEL standards and identify 30-60 minutes per week in each classroom schedule to facilitate SEL curriculum consistently across K-8 (i.e integrate Second Step SEL Curriculum standards with CCSS and ISL into Social Studies lessons)

Aug 24, 2020 to Jun 18, 2021 - Counselor/Youth Interventionist

Provide opportunities for student leadership development (i.e. during lunch, recess, advisories, after school clubs, etc.). Students will demonstrate leadership abilities by participating on the Student Voice Committee, Morning Announcement Committee, extracurricular activities as well as organizing and facilitating community service projects.

Sep 21, 2020 to Jun 18, 2021 - Counselor/Students/Youth Interventionist

Hold weekly BHT team meetings to progress monitor Tier 1 support and determine Tier 2 and Tier 3 support for referred students.

Sep 01, 2020 to Jun 18, 2021 - Counselor

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.

A comprehensive needs assessment of the entire school was conducted with the School Administrators, ILT, and other stakeholders. A clear plan will be implemented to decrease the student achievement gap for our students by ensuring that all students receive access to an equitable high-quality education.

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

Long-Term Vision, Sustained Leadership, Implementation of Ambitious Standards, Commitment to Equity, Recruitment of High-Quality Teachers, Alignment of Coherence of Curriculum, and Effective Use of Resources

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.

High-quality preschool, Full-day kindergarten and services to facilitate the transition from early learning to elementary education programs. Implement research-based practices that promote critical thinking skills, providing powerful instruction daily in all core subjects, and provide equitable resources to all 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).

School has programs in place to address the needs of students who are working well below grade level. Increase the impact of schoolwide mentoring programs, counseling services, student voice opportunities, and college and career experiences for students.

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

Recruit from colleges and universities and work with Teacher Preparation Programs.

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.

Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making

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

Implements programs, activities, and procedures to involve parents and family members. Collaborate with community-based organizations: Implement supporting programs that reach parents and family members at home, in the community, and at school.

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

PreK teachers align their curricular goals with Kindergarten expectations and work in teams with primary teachers. During the year the Pre-K teachers assess the students to ensure they are ready 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.

Teachers assist in deciding which assessments meet the needs of the instructional program as well as which assessments are aligned to the Common Core State Standards. Teacher Teams determine the appropriate assessment calendar and structures in collaboration with school administration.

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.

School staff implements the Data Driven Instructional cycle. This cycle identifies students in need of additional support and levels intervention to meet the needs of the student.

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.

A school coordinator provides targeted assistance to students and families in need. The school's social worker works with families and students in need. The Pre-K teachers coordinate with Head Start Programs to provide bridge services.

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.

Parents will receive all information during PAC, LSC, and monthly parent meetings for the review and improvement of the parental and family engagement plan and policy.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Parents will be given opportunities throughout the year to come and participate in parent meetings throughout the year to receive information about events. All parents will receive a PAC meeting schedule in the beginning of the year. The Title One PAC organizational meeting will be held in September during open house. All families will receive the date and time at the back to school rally in August.

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.

Parents will be given access to the parent room with a suggestion box for continued communications and suggestions. Parents will also be notified through newsletter and communication about initiatives and ideas for improvement. All items will be discussed in each parent event and PAC meeting.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The staff will hold two scheduled parent-teacher conferences during the school year. Also, parents will be informed that they can schedule parent-teacher conferences by appointment. The school will encourage the use of electronic conferencing tools also.

Parents will have access to the staff during parent-teacher conferences, by appointment, and during after school events.

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 written communication of their child's teacher and subjects that the teacher is highly qualified to teach. Administration will try to ensure all teachers are properly placed in areas that they are highly qualified to teach.

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.

Parents will be encouraged to ensure students complete homework by signing student's work and returning the work to school. Parents will be encouraged to monitor student's attendance by participating in attendance celebrations. Parents will be encouraged to monitor students behavior and support conflict resolution practices through parents conference and expectation meetings. During parent workshops, information will be shared with parents regarding strategies to support them.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

During PAC meetings parents will discuss ways to improve student achievement and how to work with their children at home as it relates to the mandated curriculum. School will use partnership through Family Focus to provide technology training along with literacy opportunities to assist parents with working with their children to improve 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.

Staff will have professional conversations around the importance of parents and contributions Teachers will be asked to contact a number of parents weekly and provide updates along with the parent liaison. The parent room will be open daily for parents to come and get information along with monthly written communication and classroom volunteer opportunities.

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.

Head start will have monthly parent newsletters along with daily check ins with the teacher. Parents of preschool parent will have connect to home activities provided daily from teachers. Parents will be invited to eat lunch with preschool student sand volunteer in the classroom for support and continued involvement.

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.

School will send out monthly communication through parent newsletter, update the website, and monthly chats with school staff to ensure parents understand the programs being offered.

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)

NA

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.)

Foster Park Fine and Performing Arts Magnet Cluster School will provide a supportive and challenging, educational environment in which students have equal opportunities to excel and reach their full potential as lifelong learners. Foster Park School's students will be capable of matriculating successfully at the next level of learning. Students will be well rounded, productive and technologically savvy members of society.

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.

The staff will hold two scheduled parent-teacher conferences during the school year. Also, parents will be informed that they can schedule parent-teacher conferences by appointment. The school will encourage the use of electronic conferencing tools also.

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 be given access to ASPEN (Electronic Access) which gives them 24-hour access to their child's progress. Also, four times during the school year parents will receive student progress reports.

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

Parents will have access to the staff during parent-teacher conferences, by appointment, and during after school events.

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 have opportunities to volunteer during school field trips, during school events and after-school events.

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

Parents will be encouraged to ensure students complete homework by signing student's work and returning the work to school. Parents will be encouraged to monitor student's attendance by participating in attendance celebrations. Parents will be encouraged to monitor students behavior and support conflict resolution practices through parents conference and expectation meetings. During parent workshops, information will be shared with parents regarding strategies to support them.

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

During PAC meetings parents will discuss ways to improve student achievement and how to work with their children at home as it relates to the mandated curriculum.

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 active in developing classroom and school rules. Students will be active in developing performance goals and attendance goals. Students will be active in identifying incentives for attendance and citizenship. The student council will be active and diverse.

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.

Parents will receive necessary equipment, supplies and support to increase parent capacity aligned to developing their skill set in strengthening student achievement along with parent and family involvement.

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.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$1161.00