

Arthur Dixon Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Dorian Thomas	LSC President		No Access

Team Meetings

Date	Participants	Topic
01/29/2020	Demetrius Mundy, Anthony Purkett, Kelley Dowell, Candance Dixon, Faith Fields, Chaunte Robinson, Lee Glover, Tamika Robinson, Joy Dillard, Terrycita Perry	CIWP School Excellence Framework Work sheet
02/12/2020	Demetrius Mundy, Anthony Purkett, Martha Fowler, Kelley Dowell, Candance Dixon, Faith Fields, Chaunte Robinson, Kierston Bovastro, Lee Glover, Tamika Robinson, Joy Dillard, Terrycita Perry	Discussed the school data by looking at current trends, analysis of SQRP, leadership, and instructional core and identify our 3 areas of critical need
02/21/2020	Demetrius Mundy, Joy Dobbs, Anthony Purkett, Kelley Dowell, Candance Dixon, Faith Fields, Chaunte Robinson, Lee Glover, Tamika Robinson, Kierston Bovastro, Joy Dillard, Terrycita Perry	Finalized the goal section by selecting three metrics and providing a goal for each.
03/11/2020	Demetrius Mundy, Anthony Purkett, Martha Fowler, Kelley Dowell, Candance Dixon, Faith Fields, Chaunte Robinson, Kierston Bovastro, Lee Glover, Tamika Robinson, Joy Dillard, Terrycita Perry	CIWP members began working on the root cause analysis
03/26/2020	Demetrius Mundy, Joy Dobbs, Anthony Purkett, Kelley Dowell, Candance Dixon, Faith Fields, Chaunte Robinson, Lee Glover, Tamika Robinson, Joy Dillard, Terrycita Perry	Completed the root cause analysis protocol
04/03/2020	Demetrius Mundy, Joy Dobbs, Anthony Purkett, Kelley Dowell, Candance Dixon, Faith Fields, Chaunte Robinson, Lee Glover, Tamika Robinson, Joy Dillard,	Finalized the Root cause analysis and created 3 priorities for the SY20 -22
04/17/2020	Demetrius Mundy, Anthony Purkett, Martha Fowler, Kelley Dowell, Candance Dixon, Faith Fields, Chaunte Robinson, Kierston Bovastro, Lee Glover, Tamika Robinson, Joy Dillard, Terrycita Perry	CIWP team finalized the Theory of Action and Action steps
04/24/2020	Demetrius Mundy, Anthony Purkett, Martha Fowler, Kelley Dowell, Candance Dixon, Faith Fields, Chaunte Robinson, Kierston Bovastro, Lee Glover, Tamika Robinson, Joy Dillard,	Finalized the Theory of Action and Action steps
05/07/2020	Demetrius Mundy, Anthony Purkett, Candance Dixon, Faith Fields, Lee Glover, Tamika Robinson, Joy Dillard, Dorian Thomas	Completed the Fund Compliance section and Parent and Family Plan of the CIWP and to revisit the Theory of Action and Action Steps to make some needed changes

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Evidence is perceivable through weekly updates, grade level meetings, off track data and ILT meetings
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Evidence is visible throughout the use of teacher teams: grade level teams, ILT, and content area teams. These teams are responsible for analyzing

the data that is pulled from various sources such as student work, NWEA learning continuum, Study Island, IXL, reading Eggs, RAZ kids and etc. to support teacher instruction that will provide positive outcomes and opportunities for students achievement.

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
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Evidence is shown through the use of the network scope and sequence which is aligned to the common core standards where teachers use as a guide to support instruction and activities are implemented to provide those real world experiences for the students. SEL is integrated through the use of PBIS where core values are taught to the students. The core values are to be responsible, respectful in in control at all times.
- 2 - Instruction
 - 3 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
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 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:** The use of the gradual release of responsibility is used throughout the school to maximize teacher instruction and student ownership.
- 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

- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Balanced assessment and grading was one of our priorities for the previous CIWP. Assessments vary from teacher made, Study Island, Compass Learning, IXL and other resources that teachers use to create varied ways to assess students. ILT and GLT consistently bring assessments to critique and provide feed back. Feedback was based off effective use and balance of DOK question stems. Teachers are also required to submit weekly assessments with lesson plans where feedback is provided.
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 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)
 - 2 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 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:** Evidence of MTSS are Goal setting sheets, NWEA RIT profile are sent home with students, Small group instruction, 8th grade students are tutoring primary students in basic math facts, students are tired, programs such as Study island and IXL are used to progress monitor students growth and reteaching practices are implemented.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to

College (HS)) including, but not limited to academic planning/advising to assist with

- **Evidence:** Evidence of college and career access is that the 7th and 8th grade teachers provide SAT High school readiness vocabulary, The councilor consistently monitors and assist 8th grade students with Go Cps and provide High school tours. We host our very own High School fair for 6th -8th grade students and provide a HBCU college tour for the 8th grade class.

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:** Evidence is noticeable through the use of community building. Teachers began the year by participating in team building activities at Iron Oaks. Students build relationships with their class by participating in community projects such as creating a class room theme for the year, decorating their door with their class theme, Calm classroom is implemented daily as well as playing motivational music in the morning. Students also recite a school pledge that focuses on the schools core values of being respectful, responsible and in control.
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 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:** Students are a part of student council as well as a functioning beta club. The Mayor and his wife has visited the school twice and state senator Sims has constantly provided support for the school. Student voice is an area of needed improvement
- 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:** Evidence of students safety consist of school security and an off duty police officer. Routines and procedures for safety procedures are in place. Student expectations and policies are clearly articulated sent home to parents.

- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Equitable approaches to discipline are in place such as providing students to be reinstated with a parent if suspended. Students discipline is recorded in ASPEN as stated by district policy. School has in place a discipline system where teachers are to record behaviors using a misconduct referral from prior to inputting in ASPEN.
- 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).
 - 2 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)
 - 2 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Evidence of family and community engagement includes; Family reading, STEM and ancillary nights, Parent back to school rally, Grade level nights, Open house, African American Bazaar and an end the year carnival. To communicate with parents all grade levels provide a weekly newsletter, we have a functioning website, we send home a school of events monthly calendar as well as the principal provides a monthly newsletter of her own.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	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

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	Decrease the number of suspensions among boys
Root Cause 1	Teachers have a lack of training to implement restorative practices effectively to minimize negative behavior
Area of Critical Need 1	Engaging students in high quality questioning and discussion to deepen students understanding

Root Cause 2	Teachers lack the ability to provide students with opportunities to take on multiple perspectives, construct new ideas, and engage in respectful discourse with their teachers and peers due to teacher not actively engaging students to challenge their thinking
Area of Critical Need 3	Providing support for struggling students who are off track
Root Cause 3	Lack of teachers monitoring student progress and managing the use and effectiveness of the interventions with fidelity

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)	Overall		70.00	80.00
<p>We chose this because our growth declined significantly in SY19 due to the major drop in grades 3, 4, 5 & 6. We have a huge percentage of our student population who are at or above attainment. Our teachers need to provide instruction that challenges students thinking. The questioning and discussion encompass more critical thinking questions, using open ended questioning, DOK and blooms level of questioning. We should see at least a 10 percent gain in growth at the end of SY20.</p>				
Vision: Attendance Rate	Overall		96.00	97.00
<p>We chose this metric due to our decrease in our attendance rate from SY18 which was 96% to 95% for SY19. Dixon takes pride in making sure students are in school every day and on time. Our attendance rate has always been 96%. We understand that there are many factors involved in the decrease of our attendance rate, so we are persistently working to improve it. We have implemented ongoing classroom and school wide incentives to help improve attendance. Teachers are calling home daily keeping a log of the calls to parents. 5/10 day letters are being sent home consistently. Students are holding their</p>				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
peers accountable by encouraging them to come to school every day. Our goal is to increase our attendance rate 2 percent.				
SQRP: National School Growth Percentile - Math (Grades 3-8)	Overall		70.00	80.00
We chose this metric due to the significant drop from SY18 to SY19. Due to having students on various levels, small group instruction will be implemented with fidelity using various mediums and interventions such as standard based instruction: common core standards, using standardized testing, NWEA Learning continuum, benchmark assessments, khan Academy activities, IXL, study Island, Skills navigator, teacher created instructional videos and teacher created weekly assessments. Also with an understanding of the importance of DOK questioning and balanced assessments there should be an increase in National Student growth on benchmark assessment by 10 percent.				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Based on our 5 essentials data we received well-organized. We will continue to create a culture where the voices of students are heard and implementing more restorative practices to allow students to feel safe to communicate with all teachers and staff members. Our goal will be to continue to decrease suspensions and misconducts by 20% by utilizing more restorative practices.				4.00	5.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	Provide teachers with meaningful professional development for mathematics content, instructional strategies, DOK questioning and the MTSS problem solving process to meet the needs of all students as well as providing more feedback through implementing more informal observations
Then we see...	an increase in the math teachers? ability to create and pose more critical thinking questions and generate more rigorous task, quizzes, and assessments for students where teachers will develop higher expectations that will encourage students to challenge their thinking through productive struggle.
which leads to...	100% of teachers engaged in creating more rigorous instruction through an increase of critical thinking on all tasks, quizzes, and assessments which will lead to a minimum of 85% of students in grades 3-8 meeting EOY attainment and growth in NWEA math.
Budget Description	There will be an increase of Math meetings that will take place once a month as well as the ILT will assist in supporting the math department with professional development after school. Programs will be purchased for teachers to use as a resource to aid in their instruction: IXL, Study Island and Measuring up Live.
Tags	Instruction, Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will participate in extensive math Professional development that will focus on increasing rigor and critical thinking skills by implementing Depth of Knowledge Question Stems, using effective instructional strategies, small group instruction, math talks and analyze data to support new teacher instruction in grade 3 - 6. <p>Tags: Structure for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Rigorous Tasks, Math: Student Discourse</p> <ul style="list-style-type: none"> (Not started) Administration and ILT will conduct monthly Instructional Learning Walks to observe and evaluate, Instructional strategies, student discourse, small group instruction and effective practices in math instruction for ALL grade levels to ensure rigorous instruction is taken place. <p>Tags: Instruction, Math: Rigorous Tasks, Math: Student Discourse</p>

- (Not started) 2nd grade teachers will administer the BOY NWEA math assessment to enable them to have real data to use the learning continuum to support small group instruction that will assist is students meeting attainment for NWEA EOY

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: PreK-3 Assessment

- (Not started) Math teachers will meet across grade level teams on a monthly basis to plan and support effective instruction by looking at the rigor of assessments, instructional strategies, math talks, small group instruction and using DOK questioning.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Rigorous Tasks

- (Not started) Teachers will collaborate to implement more rigorous task with fidelity that will challenge students thinking by using DOK questioning to increase student discourse and enhance problem solving skills that will encourage productive struggle.

Tags:Math: Rigorous Tasks, Math: Student Discourse

- (Not started) Provide follow up professional development of the DOK rubric and how to integrate it in lessons and assessments.

Tags:Instruction

- (Not started) The math team will meet and the math lead will guide the teachers(3rd - 6th) the process of analyzing the NWEA data and organize the students in 3 tiers based off of the MTSS protocol. All groups will be flexible based off of student growth so each month during the math meetings teachers will take turns presenting their data and their plan of action of how they plan on moving students, what interventions are they using, how is small group instruction being implemented and what is the success rate of student mastery.

Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Provide continuous professional development on effectively creating and implementing small group instruction and progress monitor by the use and analyzing of heat maps and the learning continuum

Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Personalized Learning: Progression Based on Mastery

- (Not started) Continue to provide math teachers training of real and meaningful discourse. To allow students the opportunities to challenge their peers by

	<p>communicating their thinking and justifying their responses, use content rich vocabulary and develop critical thinking skills to process and solve complex problems. Teacher will also allow wait time for students to answer questions and debate to create productive struggle.</p> <p>Tags:Math: Rigorous Tasks, Math: Student Discourse</p> <ul style="list-style-type: none"> (Not started) Administration will analyze grade books using the network 12 gradebook monitoring tool to ensure teachers are using appropriate gradebook practices and it is up to date and the scope and sequence is being used for instructional activities and assessment. <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p>
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Strategy 2

If we do...	Provide the necessary professional development for teachers to effectively implement the MTSS problem solving process with fidelity, monitor the use of differentiated and small group instruction as well as increase the student attendance rate
Then we see...	teachers providing quality instruction using the MTSS problem solving process, differentiated and small group instruction to target and meet students individualized needs that will build students confidence to want to learn and motivate students to want to be present in school.
which leads to...	A 2% increase in student attendance rate from 95% to 97% and student increase in grade point averages that will increase 80% of our students to be on-track. Teachers' attendance rate at 96% or higher as a result of them creating a culture of awareness which starts with self.
Budget Description	There will be an increase of after school professional development to support teachers with implementing the MTSS problem solving protocol. Attendance incentives will be utilized:Pizza parties, Silent parties, trophies, etc..
Tags	Instruction, Physical and Emotional Safety, MTSS: Problem Solving Process, OSCPA: Social/Emotional Support, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> (Not started) Offer extra-curricular activities for students to increase motivation to want to come to school <p>Tags:Physical and Emotional Safety, FACE2: Community Partnerships, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Provide school wide incentives, competitions and celebrations for student with an average of 97% attendance rate. <p>Tags:OSCPA: Social/Emotional Support, OSSE: Attendance & Truancy</p>

	<ul style="list-style-type: none"> • (Not started) Provide the MTSS team, ILT and teachers with continuous training of the MTSS problem solving process focusing on all subject areas so they will be able to support all students in tiers 2 and 3 to be able to push them to be on-track. Tags:Instruction, MTSS: Problem Solving Process • (Not started) Provide follow up professional development for teachers for small group and differentiated instruction to apply additional learning to their knowledge of the two instructional strategies that will help with support of the students in tier 2 & 3. Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation • (Not started) ILT will train teachers to analyze their classroom data using the on-track protocol from dashboard. Teachers will use the data grade level meetings to collaborate and provide interventions to support academics and attendance to increase students to be on-track. Tags:Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, OSSE: Attendance & Truancy, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Making sure the attendance team is meeting on a regular basis and developing a plan of action to meet school-wide expectations. Tags:OSSE: Attendance & Truancy, STE(A)M Schools: School Structures & Culture (SSS2), Teacher Leader Development & Innovation: Teacher Teams • (Not started) Collaborate with grade level teams to develop an attendance plan and to ensure the plan is executed with fidelity. Tags:OSSE: Attendance & Truancy, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Engage teachers in weekly grade level meetings of on-track data to ensure implementation and progress monitoring of attendance plans and students academic progress are being adhered to and provide systems of support and feedback to teachers as needed. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring, OSSE: Attendance & Truancy
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Strategy 3

If we do...	Provide teachers with the necessary training and professional development on implementing restorative practices such as peace circles in all grade levels and build on teacher and student relationships with a specific focus on boys in grades 5th ? 8th
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Then we see...	teachers implementing restorative practice strategies with fidelity and applying consequences and incentives that are fair and appropriate to student behavior as well as teachers creating more positive teacher-to- student and student-to-student interactions that will result in more positive conflict resolution decreasing physical and verbal altercations.
which leads to...	a minimum of 95% of teachers engaged in implementing restorative practice strategies decreasing student infractions with an emphasis on 5th -8th grade boys by 50%.
Budget Description	Programs will be provided to build teacher, student and parent relationships. Mentoring programs will be implemented for both girls and boys. Becoming a Man(BAM), PRETTY INC(Girls), DOYALS(Girls). SEL curriculum will be purchase for teachers to provide SEL instruction within their subject areas. Partnership with Office of Social Emotional Learning.
Tags	Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Provide follow up professional development on SEL as it pertains to instructional practices from the Office of Social and Emotional Learning. The representative will continue to train the ILT. Once the ILT has been trained they will go to their grade level teams and introduce their training. The representative from OSEL will follow up with the teacher grade level teams for support and assessing of SEL strategies and understanding. Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Continue support of restorative practice coach to allow teachers the opportunity to visit any misunderstanding of the use of strategies and support of applying strategies to real situations with an emphasis on peace circles to help decrease negative student behavior. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Grade level teams will collaborate to revisit the school wide behavior protocol for analyzing students infractions and create a general schedule to implement peace circles. Tags:OSEL: Supportive and Equitable Discipline Practices, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Continue the use of positive affirmation/stress relief songs and Calm classroom during morning announcements. All teachers will implement Calm classroom after lunch recess. This will empower students and teachers with mindfulness skills that support mental and emotional well being.

	<p>Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Incorporate school wide incentives and celebrations bi weekly and monthly for students who have shown that have demonstrated the school core values of being positive, respectful and in control at all teams. <p>Tags:Supportive and Equitable Approaches to Discipline</p> <ul style="list-style-type: none"> (Not started) Increase parent and community involvement in supporting school wide expectations that will build students character, decision and problem solving skills. <p>Tags:Family & Community Engagement</p> <ul style="list-style-type: none"> (Not started) Provide mentoring services for boys(Becoming a Man-BAM) and girls (PRETTY INC and DOYLES) to work on students self-awareness to help them better understand how their thoughts and emotions influence their behavior and not allowing outside distractions to influence their decision making skills to where they can be able to self-regulate emotional strategies. <p>Tags:Supportive and Equitable Approaches to Discipline, OSCPA: Social/Emotional Support</p>
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Action Plan

Strategy 1

Teachers will participate in extensive math Professional development that will focus on increasing rigor and critical thinking skills by implementing Depth of Knowledge Question Stems, using effective instructional strategies, small group instruction, math talks and analyze data to support new teacher instruction in grade 3 - 6.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal, ILT & Mathematics lead

Administration and ILT will conduct monthly Instructional Learning Walks to observe and evaluate, Instructional strategies, student discourse, small group instruction and effective practices in math instruction for ALL grade levels to ensure rigorous instruction is taken place.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal & ILT

2nd grade teachers will administer the BOY NWEA math assessment to enable them to have real data to use the learning continuum to support small group instruction that will assist is students meeting attainment for NWEA EOY

Sep 08, 2020 to Sep 18, 2020 - 2nd grade teachers

Math teachers will meet across grade level teams on a monthly basis to plan and support effective instruction by looking at the rigor of assessments, instructional strategies, math talks, small group instruction and using DOK questioning.

Aug 24, 2020 to Jun 30, 2021 - Math Teachers, Math Leads

Teachers will collaborate to implement more rigorous task with fidelity that will challenge students thinking by using DOK questioning to increase student discourse and enhance problem solving skills that will encourage productive struggle.

Aug 24, 2020 to Jun 30, 2021 - Teachers, Math Teachers, Math Lead

Provide follow up professional development of the DOK rubric and how to integrate it in lessons and assessments.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal, ILT & Teacher leads

The math team will meet and the math lead will guide the teachers(3rd - 6th) the process of analyzing the NWEA data and organize the students in 3 tiers based off of the MTSS protocol. All groups will be flexible based off of student growth so each month during the math meetings teachers will take turns presenting their data and their plan of action of how they plan on moving students, what interventions are they using, how is small group instruction being implemented and what is the success rate of student mastery.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal & Math Leads

Provide continuous professional development on effectively creating and implementing small group instruction and progress monitor by the use and analyzing of heat maps and the learning continuum

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal & Math Leads,

Continue to provide math teachers training of real and meaningful discourse. To allow students the opportunities to challenge their peers by communicating their thinking and justifying their responses, use content rich vocabulary and develop critical thinking skills to process and solve complex problems. Teacher will also allow wait time for students to answer questions and debate to create productive struggle.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal Math Lead,

Administration will analyze grade books using the network 12 gradebook monitoring tool to ensure teachers are using appropriate gradebook practices and it is up to date and the scope and sequence is being used for instructional activities and assessment.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal, ILT, Grade level teams

Strategy 2

Offer extra-curricular activities for students to increase motivation to want to come to school

Aug 24, 2020 to Jun 30, 2021 - Teachers, Staff & Community Organizations

Provide school wide incentives, competitions and celebrations for student with an average of 97% attendance rate.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal, Teachers

Provide the MTSS team, ILT and teachers with continuous training of the MTSS problem solving process focusing on all subject areas so they will be able to support all students in tiers 2 and 3 to be able to push them to be on-track.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal, ILT, MTSS team & teachers

Provide follow up professional development for teachers for small group and differentiated instruction to apply additional learning to their knowledge of the two instructional strategies that will help with support of the students in tier 2 & 3.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal, ILT & Teachers

ILT will train teachers to analyze their classroom data using the on-track protocol from dashboard. Teachers will use the data grade level meetings to collaborate and provide interventions to support academics and attendance to increase students to be on-track.

Aug 24, 2020 to Jun 30, 2021 - ILT, teachers

Making sure the attendance team is meeting on a regular basis and developing a plan of action to meet school-wide expectations.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal, ILT & attendance team.

Collaborate with grade level teams to develop an attendance plan and to ensure the plan is executed with fidelity.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal, ILT & Attendance team

Engage teachers in weekly grade level meetings of on-track data to ensure implementation and progress monitoring of attendance plans and students academic progress are being adhered to and provide systems of support and feedback to teachers as needed.

Aug 24, 2020 to Jun 30, 2021 - Principal Asst. Principal, ILT & Attendance Team

Strategy 3

Provide follow up professional development on SEL as it pertains to instructional practices from the Office of Social and Emotional Learning. The representative will continue to train the ILT. Once the ILT has been trained they will go to their grade level teams and introduce their training. The representative from OSEL will follow up with the teacher grade level teams for support and assessing of SEL strategies and understanding.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal, ILT

Continue support of restorative practice coach to allow teachers the opportunity to visit any misunderstanding of the use of strategies and support of applying strategies to real situations with an emphasis on peace circles to help decrease negative student behavior.

Aug 24, 2020 to Jun 30, 2021 - Restorative Practice Coach

Grade level teams will collaborate to revisit the school wide behavior protocol for analyzing students infractions and create a general schedule to implement peace circles.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal, ILT

Continue the use of positive affirmation/stress relief songs and Calm classroom during morning announcements. All teachers will implement Calm classroom after lunch recess. This will empower students and teachers with mindfulness skills that support mental and emotional well being.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal & Teachers

Incorporate school wide incentives and celebrations bi weekly and monthly for students who have shown that have demonstrated the school core values of being positive, respectful and in control at all teams.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal & Teachers

Increase parent and community involvement in supporting school wide expectations that will build students character, decision and problem solving skills.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst. Principal & Teachers

Provide mentoring services for boys(Becoming a Man-BAM) and girls (PRETTY INC and DOYLES) to work on students self-awareness to help them better understand how their thoughts and emotions influence their behavior and not allowing outside distractions to influence their decision making skills to where they can be able to self-regulate emotional strategies.

Aug 24, 2020 to Jun 30, 2021 - Principal, Asst Principal, BAM Councilor, PRETTY INC Councilor and DOYLES

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.

Based on our needs assessment we will use funds for after-school and Saturday school enrichment programs as well as computer based programs to support instruction such as IXL, RAZ Kids, Measuring Up Live, Study Island and Social Studies EMagazine. Additional resources will be in need that will include textbooks and technology(Laptop, chromebooks, projectors and document cameras.

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

Teachers will focus on using their goal setting to provide the individualize support that is needed for their students. The goal setting will drive more professional development to target use of varied instructional strategy needs with fidelity. The focus will be on Small group instruction, differentiated instruction and data analysis.

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.

Standard based curriculum using (Envision)Pearson for math and science. Use of goal setting to target and provide the individualize support that is needed for their students. The goal setting will drive more professional development to target use of varied instructional strategy needs with fidelity. The focus will be on Small group instruction, differentiated instruction and data analysis. After school and Saturday school will be used to provide additional support for Tier 1,2 and 3 students. Use of a Reading interventionist for primary grades. ILT and department meetings will be used to provide actionable solutions for teachers.

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).

Use of MTSS problem solving process with a focus on Tier 3 students. A reading interventionist for primary students will be used after school math reading & science meetings ran by the lead teachers, ILT Meeting to help support teacher instruction.

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

All candidates must go through an interview process that make up grade level team and administration. The Candidate must conduct a demonstration lesson for the panel and a thorough check of references as well as REACH ratings are conducted.

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

Professional development is provided for all teachers as well as support staff. Grade level meetings are used for professional development purposes. Teachers will lead PD by reading articles to discuss as well as provide researched based instructional strategies demonstrations such as small group instruction, differentiated instruction, gradual release use of DOK questioning to their team and the team will provide constructive feedback with the administrator. Subject area meetings are implemented very similar to the grade level meetings with an increasing focus on content knowledge as well as instructional strategies. ILT meets every two weeks to discuss how to support teachers in all facets of education as it pertains to instruction, social emotional Learning, parents and etc.

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

We focus on parental involvement by providing many activities to involve parents in their child's academic environment as well as to get a clear understanding of the expectations from the school. We start off the year with a meet and greet the week before school start to kick off the year. In he second week of school in September we host a grade level parent night where teachers can explain the expectations for the year as well as answer any questions parents may have. Open house follows in the first week of October where the administration goes over the school data, explain the expectations, answer questions and distribute progress reports. Throughout the year we host a reading, math, science, social science and ancillary family night. These nights are used to show parents the many different types of instructional strategies and activities their child is introduced to everyday. Parents participate in all of the activities such as dissecting frogs, working with many different technology programs and etc. ,

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.

Kindergarten and pre k teacher collaborate together and meet consistently throughout the year. We align the prek standards to Kindergartner where there will be a combination of social and content area instruction taken place in the classroom. Prek teacher meets with the primary team during grade level meetings and is exposed to the professional development that is implemented during grade level meetings.

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 are required to assist in planning of the Assessment plan. Needs assessment of what works and need works are conducted as well as their input in the CIWP planning.

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

Students are provided 5 week assessment, NWEA Screener, MOY Weekly assessments, Pre assessments. Tier 1,2 & 3 students participate in Afterschool and Saturday school enrichment to target students' needs.

Web based programs study island, IXL,RAZ Kids and Measuring up Live are used to support students individualized needs.

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.

We introduce to students every year a Cyber bullying assembly that is hosted by Chicago Police department. We have in place a mentoring program for girls called PRETTY INC and for boys BAM(Becoming a Man). We work with Communities in School to bring in programs that focus on violence, nutrition, self esteem, education beyond high School and more that ephasises on a childs social and emotional well being.

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.

The school will provide bi monthly LSC meetings to not only meet district requirements but to allow the parents to voice to collaborated on schoolimprovement. Parents will also be invited to to additional parent meetings such as LSC,PTA and additional activities that require parental support where theycan share in decisions that impact the school

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

We will host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. An explanation of the school's participation, Title I requirements, what participation in Title I programming means, how to become involved in the school's programs and ways and how the parents will be allotted the opportunities to express their suggestions and make decisions about the education of their children. The projected date of the Annual Title I meeting and Title I PAC Organizational Meeting is TBA . Once we get the actual dates and times of the meetings parents will be notified by using many mediums including Fliers, parent letters, announcements, as well as telephone communication to parents and school created monthly calendars.

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.

The school will create a team that will consist of teachers and the assistant principal that will be responsible for listening to the suggestions and concerns of the parents. The team will deliberate with the parents and provide solutions that may include various training and workshops. The team will meet with the Principal and begin contacting the necessary people that will be needed to implement a successful workshop, training or informational. The school will also share information and suggestions with staff.

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

The school will issue out all important information pertaining to the state assessment during Open House and report card pick-up. The school will formulate a letter that will be given to each student prior to the distribution of scores, stating the student's academic level with written interpretation of the meaning of his/her level. The school will also attach that letter with the state assessment information of the student's level on progress report or report card for distribution.

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.

The school will host Grade level and an open house meeting with all parents at the beginning of the school year to outline the school goals for the 2020- 2021 school year. Academic assessments (NWEA, DIBELS, IAR, Common Core, etc) Promotion Policy, and any other necessary information that the parent may need for their child's success. Parents will also be given monthly reminders from the school through parent/teacher conferences and progress reports.

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.

Letters will be sent out to parents of participating NCLB Title I children, outlining the states academic content standards, etc. There will also be training, informational, seminars, etc, that will be held for participating parents.

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.

The school will provide the parents with many opportunities to be involved in training and informational activities that will be hosted by the school. First there will be monthly training, seminars, offered and held at hours that accommodate parent work schedules that will include math, literacy, science and ancillary nights so that parents can get an in depth view of what the teachers are doing in the classroom as well as participate in the activities and provided tips to for homework and studying support. The parents will be given a calendar of events during our annual open house as well as being reminded through our monthly calendars and robo calls.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The school will provide Professional Development for teachers and staff. The administrative team will observe classrooms to assure that teachers are consistently reaching out and communicating with parents and at the same time allowing them a voice in advocating for their child.

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.

The Head Start, Pre-K, Early Reading First Programs, will be given a calendar of events of our goals, vision, and mission, as well as our curriculum and up coming events. The above-mentioned programs will be invited to participate/assist in sections of professional development and parent projects that are offered both during and after school.

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.

This will be accomplished by continuous meetings offered, fliers, training, seminars, and open communication with parents on a consistent basis.

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.)

Arthur Dixon Elementary School will continue to model educational excellence by meeting the diverse needs of ALL students. School staff, parents and families will continue to help prepare students for the challenge of becoming competent individuals and contributing members of society. Through continuous staff development, emphasis on Literacy, Science, Mathematics, Technology and the incorporation of the Arts, we will continue to provide academic programs. These programs will provide support and prepare students for college and career opportunities that will enable them to be successful in their future endeavors and compete in a global 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.

There are many times where parents will be allowed to conference with the teacher when needed. For the school will host Grade level nights and an Open House where the parents will be able to have conversations with the teacher about their child's academic success as well as social and emotional needs. The board also mandates two structured parent teacher conferences that are held twice a year during report pick-up (November 18, 2020 and April 21 2021) Parents are also allowed to schedule meetings with their teacher throughout the year as needed to check on their child's progress.

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

The parents will be provided with student progress reports 4 times throughout the year. Those reports will be distributed every 5 weeks(October 9, 2020; December 18, 2020; March 12, 2021 and May 21, 2021) Next the parents will participate in two report card parent teacher conferences that are held twice a year (November 18, 2020 and April 21 2020). Last the teacher will provide reports as needed for the parents throughout the school year.

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

The parents will be provided access to the staff throughout the year which will consist of student progress reports 4 times throughout the year. Those reports will be distributed every 5 weeks(October 9, 2020; December 18, 2020; March 12, 2021 and May 21, 2021) Next the parents will participate in two report

card parent teacher conferences that are held twice a year (November 18, 2020 and April 21 2020). Last parents are also entitled to request meetings throughout the year as needed.

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 who wish to volunteer and participate in their child's class and/or activities are required to complete a parent volunteer packet which is located on the CPS website. There is a process that the board requires them to go through which includes a background check in order to be cleared to become a CPS school volunteer. Once they meet all requirements Dixon will will provide days and times of which they are able to volunteer at the school.

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

The school will consistently communicate with the parents the importance of supporting their child's learning. The school will address to the parents the importance of making sure that their child is at school everyday on time ready for instruction. Each child will receive a students agenda where they are required to input their homework assignments and the parents will be instructed to check all planners everyday for those homework assignments in their child's planner. The parents will be provided pin# for access to parent portal which will allow them to be able to check their child's grades,assignments, assessments and attendance. Last the parent will be asked to support the school's rules and policies that are put in place for the students to ensure a safe and successful educational environment.

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

The school has a LSC, PTA and PAC in place for parents to be able to participant in to be able to provide a voice for making educational decisions as it relates to the school and their child's education.

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).

expectations that are in place focus on the entire child (academically, socially, emotionally, behaviorally,as well as school activities to provide student involvement outside of the classroom). It is essential that students complete all homework/class assignments and study on a regular and consistent basis. The students are expected to follow the CPS Students Code of Conduct. Students will be expected to be at school lined up ready to enter the building at 8:20am everyday for instruction. Last the students will adhere to our PBIS core values that supports positive student behavior by being responsible, respectful and in control at all times.

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.

To increase student academic achievement through parental involvement Dixon will provide additional training for the parents to be able to effectively support their child's use of the technology programs that are actively being used in the school. Parents will receive training on Study Island, Compass Learning and Khan Academy. Parents will be trained and provided detailed information of the two major assessments that CPS is using IAR and NWEA. Other training such as parents supporting their child at home, healthy eating and how to prepare their child to be ready for High School, College and beyond.

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.	\$1440.00
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)	\$1800.00
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.	\$333.00