

Burnham Elementary Inclusive Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
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Latosha Campbell	Counselor	lmcampbell3@cps.edu	Has access
Rashaud Branscomb	LSC Chairperson/Parent/PAC	bwcontractors6@yahoo.com	No Access
Mitchell Moore	Dean of Students	mbmoore4@cps.edu	No Access
Charity Hoskins	Math Teacher	cjhoskins@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/27/2020	CIWP Team	Team Selection
04/24/2020	CIWP Team	Action of Theory

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

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 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

- 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 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
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 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
 - 2 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
 - 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:**
- 4 - MTSS

- 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
- 4 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)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)

- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 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)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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:**
- 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:**

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)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)

- 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
 - 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
 - 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
 - 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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
 - 2 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)
 - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**
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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	Quality and Character of School Life: Family & Community Engagement	3
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
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: 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: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2

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	Only 18% of students are at grade level for math.
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Root Cause 1	Teachers lack of understanding and implementation of standards.
Area of Critical Need 2	Attendance for 2018-19 was only 93.7.
Root Cause 2	Lack of teacher buy in and parents understanding the importance of attendance as it relates to education.
Area of Critical Need 3	Only 33% of students are at attainment for reading.
Root Cause 3	Teachers lack of understanding and implementation of standards.

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
<p>Vision: Attendance Rate</p> <p>For the 2018-19 school year our attendance was only 93.7% and for the the past 3 years has been trending 94%, which is lower than the district average. This affects overall student learning, as well as and our SQRP.</p>	Overall		94.00	95.00
	Students with IEPs		94.00	95.00
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>For the 2017-18 school year only 36% were at attainment for math. In 2018-19 the number of students at attainment declined to 22%.</p>	Overall		25.00	35.00
	Students with IEPs			
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>For the 2017-18 school year attainment was 62% and declined drastically to 39% in 2018 - 19. A large factor in this was largely due the lack of consistent math teachers.</p>	Overall		45.00	55.00
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>For the 2017-18 school year only 36.39 % of students with IEP's grades 3-8 showed growth and 37.7% in 2018-19. We have partially implemented Elevate Learning Small group instructional for the 2018-19 school year and will continue to expand the the program into next year via he IL Empower grant to provided continued instructional support.</p>	Students with IEPs		40.00	45.00

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 Attainment G2 (Reading)				
(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 Over the past two years our 5 Essentials declined from Well Organized to Partially Organized. Our goal for the 2020-21 school year is to be moderately organized and well organized by 2021-22.				3.00	4.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	IF we provide professional development to teachers on aligning their instruction to Common Core standards, as well as strategies to facilitate student engagement.
Then we see...	We should see more rigorous tasks that are aligned to standards resulting in mastery of grade level content, as well as increased student to student discourse.
which leads to...	Which will lead to us increasing our Math attainment from 18% to 25%.

Budget Description	Funding for the following: ILT Meetings Professional Development & Coaching Support Substitutes for Teachers for After School, Network and Outside PD Software & Instructional Materials Computer Hardware After School Tutoring Scheduling time for: GLT, ILT , Professional Development
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, CIDL: Digital Learning, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, OSSE: Out of School Time, Math: Student Discourse
Action steps	<ul style="list-style-type: none"> • (On-Track) ILT will analyze data, create and monitor action plans to address areas of academic deficiencies. Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, MTSS: Progress Monitoring • (On-Track) Provide professional development on instructional best practices to address targeted instructional areas. Tags:Instruction • (On-Track) Professional Development - NWEA Small Group Expectations (Learning Continuum, Class Breakdown, Student Profile) Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (On-Track) Observe small group instruction that is aligned to NWEA RIT Band and monitor lesson plans Tags:Instruction • (On-Track) Provide professional development on the implementation of DOK 3 and 4 tasks and questions Tags:Assessment: Checkpoint Student Assessment System, Math: Curriculum • (Not started) Analyze student work for standards alignment and rigor. Tags:

Strategy 2

If we do...	If we provide professional development on the implementation of balanced literacy, small group differentiated instruction, strategies for student engagement, and academic rigor,
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Then we see...	We should see more robust instruction from teachers, as well as students reading and responding to complex texts and student to student discourse.
which leads to...	Increased student mastery of standards increase to attainment from 33% to 40%.
Budget Description	Funding for the following: ILT Meetings Professional Development & Coaching Support Substitutes for Teachers for After School, Network and Outside PD Software & Instructional Materials Computer Hardware & Software After School Tutoring Scheduling time for: GLT, ILT , Professional Development
Tags	Curriculum, Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Create a professional development plan to address school wide literacy needs. Tags:Instruction • (Not started) Create a block schedule for the implementation of the Balanced Literacy Framework. Tags:Instruction • (On-Track) Create a plan and provide professional development for the implementation of small group and differentiated instruction. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Classroom Teachers will create and post their individual schedules aligned to the Balanced Literacy Framework. Tags:Instruction • (On-Track) Provide professional development for the implementation of student engagement and student to student discourse. Tags:Instruction • (On-Track) Provide professional development on the implementation of DOK 3 and 4 tasks and questions, and incorporating complex text into instruction. Tags:Instruction

- (On-Track) ILT will analyze data, create, and monitor action plans to address areas of academic deficiencies.

Tags:Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring

- (On-Track) Provide professional development on instructional best practices and strategies required to address targeted instructional areas (areas of deficiencies).

Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (On-Track) Provide coaching support for the implementation of the Balanced Literacy Framework via CLI, Amplify Reading, and Network 13 Curriculum Maps.

Tags:Curriculum, Instruction

- (Not started) Observe instruction and monitor lesson plans for the implementation of the Balanced Literacy components.

Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Observe instruction and monitor lesson plans for the implementation small group and differentiated instruction.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Teachers will facilitate accountable talk and student discourse around DOK 3 and 4 questions.

Tags:Instruction

- (Not started) Observe Instruction and monitor lesson plans for the implementation of DOK 3 and 4 tasks and questions. Also look for the incorporation of complex text into daily instruction.

Tags:Instruction

- (Not started) Analyze student work for standards alignment, DOK 3/4 questions and tasks, as well as the requirement of students reading and providing verbal/written response to complex text.

Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student

	<p>Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Provide professional development and coaching support for the implementation of technology resources used in literacy instruction. <p>Tags:Instruction</p>
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Strategy 3

If we do...	If we create more opportunities for parent/stakeholder interaction and input, increase our communication around the importance of attendance, implement school level and classroom level attendance incentives.
Then we see...	Parents/students have a clear understanding of the importance of attendance in education and teachers will strive more to support student attendance.
which leads to...	increasing our attendance from 93.7% to 95%.
Budget Description	Funding for the following: ILT Meetings Attendance Team Meetings Parent Engagement Events Incentives Parent Meetings PAC Professional Development Parent Programs Parent Resources
Tags	Family & Community Engagement, MTSS: Family and Community Engagement, OSSE: Students in Temporary Living Situations
Action steps	<ul style="list-style-type: none"> (On-Track) Create an attendance school-wide plan to provide weekly, monthly, and quarterly attendance incentives as well as classroom level incentives, and parent recognition. Tags:Family & Community Engagement, MTSS: Family and Community Engagement (On-Track) Create an Attendance Plan for traditionally low attendance days throughout the school year. Tags:Family & Community Engagement, MTSS: Family and Community Engagement (Not started) Utilize our mobile app to encourage parent involvement, inform parents of upcoming events, and provide reminders concerning our attendance push and incentives. Tags:Family & Community Engagement, MTSS: Family and Community Engagement

- (Not started) Utilize our interactive website to increase parent involvement through the use of announcements.

Tags:Family & Community Engagement, MTSS: Family and Community Engagement

- (Not started) Utilize Robo-calling to encourage parent involvement and increase their knowledge concerning our attendance incentives and goals.

Tags:Family & Community Engagement, MTSS: Family and Community Engagement

- (On-Track) Teachers will complete and submit monthly newsletters for review by administration, which will be distributed to parents, which will also highlight most improved attendance and perfect attendance.

Tags:Family & Community Engagement, MTSS: Family and Community Engagement

- (On-Track) The Attendance Team will review attendance data and make referrals to the BHT Team concerning individual students and/or families that require additional support.

Tags:Family & Community Engagement, MTSS: Family and Community Engagement

- (Not started) Provide school-wide quarterly, monthly, and weekly incentives for students meeting or exceeding their designated attendance goal.

Tags:Family & Community Engagement, MTSS: Family and Community Engagement

- (Not started) Teachers will provide weekly and monthly incentives for students meeting and exceeding their designated attendance goal.

Tags:Family & Community Engagement, MTSS: Family and Community Engagement

- (Not started) H.E.L.P. Services, BHT members, and our School Counselor will do check-ins or support students with attendance issues.

Tags:Family & Community Engagement, MTSS: Family and Community Engagement

- (Not started) We will host 5-7 parent-involved events to improve our family and community engagement.

Tags:Family & Community Engagement, MTSS: Family and Community Engagement

Strategy 4

If we do...	provide teachers with professional development and instructional supports around differentiation as well as the tools navigate through the MTSS process to meet the academic needs of all students,
Then we see...	teachers providing small group data driven instruction that engages students at every level
which leads to...	40% of all students including those with IEPs meeting growth goals.
Budget Description	Funding for the following: ILT Meetings Professional Development & Coaching Support Substitutes for Teachers for After School, Network and Outside PD Software & Instructional Materials Computer Hardware After School Tutoring Scheduling time for: GLT, ILT , Professional Development IL Empower Grant IEP Workload Reduction
Tags	Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, ODLSS: Instructional Quality, OSSE: Out of School Time, Math: Student Discourse, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Create a schedule/calendar to review progress monitoring data. Tags:MTSS: Progress Monitoring • (Not started) Review and/or revise our Menu of Interventions and identify persons responsible for the implementation of interventions. Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Develop, Coach, and implement strategies for Co-Teaching within instruction. Tags:ODLSS: Instructional Quality • (Not started) Create a plan and provide professional development for the implementation of small group and differentiated instruction. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Provide professional development on the full implementation of MTSS including; utilizing our Menu of Interventions, MTSS Problem Solving, and Progress Monitoring.

Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Observe instruction and monitor lesson plans for the implementation small group and differentiated instruction.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Teachers will utilize Goalbook to support standards aligned instruction and develop assessments so students have access to rigorous learning.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Host regular meetings to analyze data, use the PSP to determine appropriate supports for academics and behaviors for students needing interventions.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Monitor MTSS academic data and On-Track data to determine if students need interventions or adjustments to their intervention.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Provide After school tutoring to provide additional supports based on need.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment:

	<p>Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, OSSE: Out of School Time</p> <ul style="list-style-type: none"> • (Not started) Acquire and provide professional Development for usage of Goalbook Pathways & Toolkit as a resource for teachers to align instruction and student work to Common Core Standards, support scaffolding and differentiation strategies to meet students' individual academic needs. <p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> • (Not started) Use Goalbook Pathways & Toolkit as a resource for teachers to align instruction and student work to Common Core Standards, support scaffolding and differentiation strategies to meet students' individual academic needs. <p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> • (Not started) Provide a Dean to support the BHT Team, the implementation of SEL supports, build home/school connection, as well as to support the implementation of positive behavior management and restorative practices. <p>Tags:MTSS: Family and Community Engagement, MTSS: Problem Solving Process, OSEL: Supportive and Equitable Discipline Practices</p>
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Action Plan

Strategy 1

On-Track Oct 06, 2020

ILT will analyze data, create and monitor action plans to address areas of academic deficiencies.

Sep 21, 2020 to Jun 07, 2021 - ILT, Teachers, Admin.

On-Track Oct 15, 2020

Provide professional development on instructional best practices to address targeted instructional areas.

Sep 07, 2020 to Jun 07, 2021 - ILT, Admin. Teachers

On-Track Oct 15, 2020

Professional Development - NWEA Small Group Expectations (Learning Continuum, Class Breakdown, Student Profile)

Aug 26, 2020 to Oct 02, 2020 - Admin, Teachers

On-Track Oct 16, 2020

Observe small group instruction that is aligned to NWEA RIT Band and monitor lesson plans

Oct 19, 2020 to May 28, 2021 - Admin Team, Teachers

On-Track Sep 21, 2020

Provide professional development on the implementation of DOK 3 and 4 tasks and questions

Sep 14, 2020 to May 07, 2021 - Admin, Teachers

Analyze student work for standards alignment and rigor.

Sep 28, 2020 to May 14, 2021 - Teachers

Strategy 2

On-Track Oct 14, 2020

ILT will analyze data, create, and monitor action plans to address areas of academic deficiencies.

Sep 21, 2020 to Jun 07, 2021 - ILT, Teachers, Admin

On-Track Oct 15, 2020

Provide professional development on instructional best practices and strategies required to address targeted instructional areas (areas of deficiencies).

Sep 01, 2020 to Jun 07, 2021 - ILT, Teachers, Admin

Create a block schedule for the implementation of the Balanced Literacy Framework.

Aug 24, 2020 to Sep 01, 2020 - ILT, Teachers, Admin

Classroom Teachers will create and post their individual schedules aligned to the Balanced Literacy Framework.

Sep 01, 2020 to Sep 04, 2020 - Teachers

On-Track Oct 22, 2020

Provide coaching support for the implementation of the Balanced Literacy Framework via CLI, Amplify Reading, and Network 13 Curriculum Maps.

Sep 14, 2020 to Jun 04, 2021 - Admin.

Observe instruction and monitor lesson plans for the implementation of the Balanced Literacy components.

Sep 14, 2020 to Jun 04, 2021 - Admin.

On-Track Oct 15, 2020

Create a plan and provide professional development for the implementation of small group and differentiated instruction.

Aug 24, 2020 to Jun 04, 2021 - ILT, Admin.

Observe instruction and monitor lesson plans for the implementation small group and differentiated instruction.

Sep 14, 2020 to Jun 11, 2021 - Admin.

On-Track Sep 28, 2020

Provide professional development for the implementation of student engagement and student to student discourse.

Sep 01, 2020 to Jun 04, 2021 - ILT, Teachers, Admin.

Teachers will facilitate accountable talk and student discourse around DOK 3 and 4 questions.

Sep 14, 2020 to Jun 11, 2021 - Teachers

On-Track Sep 21, 2020

Provide professional development on the implementation of DOK 3 and 4 tasks and questions, and incorporating complex text into instruction.

Sep 01, 2020 to Jun 04, 2021 - ILT, Admin

Observe Instruction and monitor lesson plans for the implementation of DOK 3 and 4 tasks and questions. Also look for the incorporation of complex text into daily instruction.

Sep 14, 2020 to Jun 11, 2021 - Admin, ILT

Analyze student work for standards alignment, DOK 3/4 questions and tasks, as well as the requirement of students reading and providing verbal/written response to complex text.

Sep 14, 2020 to Jun 11, 2021 - Teacher, ILT, Admin.

Create a professional development plan to address school wide literacy needs.

Jul 01, 2020 to Jul 31, 2020 - Admin.

Provide professional development and coaching support for the implementation of technology resources used in literacy instruction.

Sep 01, 2020 to Jun 04, 2021 - Admin, Teacher

Strategy 3

We will host 5-7 parent-involved events to improve our family and community engagement.

Sep 14, 2020 to Jun 11, 2021 - ILT, Admin

Utilize our interactive website to increase parent involvement through the use of announcements.

Aug 24, 2020 to Jun 22, 2021 - ILT, Clerk, Admin.

Utilize our mobile app to encourage parent involvement, inform parents of upcoming events, and provide reminders concerning our attendance push and incentives.

Aug 24, 2020 to Jun 22, 2021 - Teachers, Clerk, Admin.

On-Track Sep 25, 2020

Teachers will complete and submit monthly newsletters for review by administration, which will be distributed to parents, which will also highlight most improved attendance and perfect attendance.

Aug 31, 2020 to Jun 11, 2021 - Teachers, Admin.

Provide school-wide quarterly, monthly, and weekly incentives for students meeting or exceeding their designated attendance goal.

Sep 14, 2020 to Jun 22, 2021 - ILT, Teachers, Admin.

Teachers will provide weekly and monthly incentives for students meeting and exceeding their designated attendance goal.

Sep 14, 2020 to Jun 22, 2021 - Teachers

On-Track Nov 10, 2020

Create an attendance school-wide plan to provide weekly, monthly, and quarterly attendance incentives as well as classroom level incentives, and parent recognition.

Jul 01, 2020 to Jul 31, 2020 - Admin.

H.E.L.P. Services, BHT members, and our School Counselor will do check-ins or support students with attendance issues.

Sep 14, 2020 to Jun 22, 2021 - H.E.L.P. Counselor, BHT Team, School Counselor

On-Track Nov 10, 2020

The Attendance Team will review attendance data and make referrals to the BHT Team concerning individual students and/or families that require additional support.

Sep 07, 2020 to Jun 18, 2021 - Attendance Team, BHT Team

Utilize Robo-calling to encourage parent involvement and increase their knowledge concerning our attendance incentives and goals.

Aug 24, 2020 to Jun 22, 2021 - Clerk, Admin.

On-Track Nov 10, 2020

Create an Attendance Plan for traditionally low attendance days throughout the school year.

Jul 01, 2020 to Jul 31, 2020 - Admin

Strategy 4

Create a plan and provide professional development for the implementation of small group and differentiated instruction.

Aug 24, 2020 to Jun 04, 2021 - ILT, Admin

Observe instruction and monitor lesson plans for the implementation small group and differentiated instruction.

Sep 14, 2020 to Jun 11, 2021 - Admin.

Create a schedule/calendar to review progress monitoring data.

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

Host regular meetings to analyze data, use the PSP to determine appropriate supports for academics and behaviors for students needing interventions.

Sep 21, 2020 to Jun 04, 2021 - MTSS Lead, MTSS Team, BHT Team, ILT

Provide professional development on the full implementation of MTSS including; utilizing our Menu of Interventions, MTSS Problem Solving, and Progress Monitoring.

Sep 01, 2020 to Jun 04, 2021 - MTSS Lead, MTSS Team

Teachers will utilize Goalbook to support standards aligned instruction and develop assessments so students have access to rigorous learning.

Sep 14, 2020 to Jun 04, 2021 - Teachers

Review and/or revise our Menu of Interventions and identify persons responsible for the implementation of interventions.

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

Develop, Coach, and implement strategies for Co-Teaching within instruction.

Aug 24, 2020 to Jun 04, 2021 - Case Manager

Monitor MTSS academic data and On-Track data to determine if students need interventions or adjustments to their intervention.

Sep 21, 2020 to Jun 04, 2021 - Teachers, ILT, MTSS Lead, MTSS Team

Provide After school tutoring to provide additional supports based on need.

Sep 07, 2020 to Jun 04, 2021 - Teachers, Admin.

Acquire and provide professional Development for usage of Goalbook Pathways & Toolkit as a resource for teachers to align instruction and student work to Common Core Standards, support scaffolding and differentiation strategies to meet students' individual academic needs.

Aug 24, 2020 to Sep 04, 2020 - Admin., Teachers

Use Goalbook Pathways & Toolkit as a resource for teachers to align instruction and student work to Common Core Standards, support scaffolding and differentiation strategies to meet students' individual academic needs.

Sep 07, 2020 to Jun 11, 2021 - Teachers

Provide a Dean to support the BHT Team, the implementation of SEL supports, build home/school connection, as well as to support the implementation of positive behavior management and restorative practices.

Jul 01, 2020 to Jun 18, 2021 - Admin.

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.

Creating an assessment schedule/plan to periodically analyze standards aligned assessments to plan instruction that meets the individual needs of all students.

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

Create a MTSS plan that entails monitoring and analyzing multiple sources of qualitative and quantitative data to determine academic and social emotional needs of all students.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Provide standards aligned instruction
MTSS
MTSS Instructional Block
Social Emotional Development
Implement Restorative Practices vs. punitive consequences
Utilize High Quality Standards Based Programs
Standards Aligned Computer Based Programs to support Differentiation
Additional supports via after school academics
Check-In Check-out
Small Group Differentiated Instruction
Multiple forms Counseling Supports: Anger Coping, SPARCS, SSGrin, HELP, Individual/Group Counseling
Mentoring: BAM/WOW
Naviance (College & Career Readiness)
Attendance Incentive Initiatives
STLS Supports

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).

Provide standards aligned instruction
MTSS
MTSS Instructional Block

Social Emotional Development
Implement Restorative Practices vs. punitive consequences
Utilize High Quality Standards Based Programs
Standards Aligned Computer Based Programs to support Differentiation
Additional supports via after school academics
Check-In Check-out
Small Group Differentiated Instruction
Multiple forms Counseling Supports: Anger Coping, SPARCS, SSGrin, HELP, Individual/Group Counseling
Mentoring: BAM/WOW
Naviance (College & Career Readiness)
Attendance Incentive Initiatives
STLS Supports

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

Career Fairs, Advertisement, provide school level mentoring, school brochures, website, provision of high quality materials and resources, including technology.

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.

Create a professional development plan based on student data and staff needs. We will incorporate the use of network, district and school based professional development aligned to current instructional best practices.

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

We will create a Parent Involvement Plan that entails multiple events to promote parent involvement, such as monthly PAC meetings, Curriculum Night, Open House, Book Fair, Website and Web based application for parent/stakeholder use, assemblies, dances, 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.

We offer full day Prek within our building that is aligned to our kindergarten. At the end of the year have Pre-k participate in kindergarten for a day or 2 to meet the kindergarten teachers and experience the program. Host a meet and greet to share resources and expectations.

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

Teachers will work collaboratively to create a school-wide assessment plan, as well as complete surveys regarding instructional materials/resources. Teachers may also complete trials and evaluation of resources/materials.

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.

MTSS

MTSS Instructional Block

Standards Aligned Computer Based Programs to support Differentiation/Intervention

Additional supports via after school academics

Small Group Differentiated Instruction

Instructional Intervention Options

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.

Develop and nurture partnerships with Communities In Schools, BAM, WOW, Metropolitan Family, Youth Guidance and school based social 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.

?Parent surveys

?PAC Meetings

?LSC Meetings

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children

participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

?Title I Annual Meeting and the Organizational Meeting - September 2020.

?Title I Annual Meeting and the Organizational Meeting - October 2020.

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.

?Monthly PAC Meetings

?Monthly LSC Meetings

?Parent surveys

All feedback will be shared with administration and the Instructional Leadership Team (ILT) for consideration and analysis of feasibility.

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.

?NWEA Reports will be sent home.

?Parents may have access to scores upon request at any time.

?Report Card Pick up

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.

Written notices will be sent home to parents.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

?Open House

?Monthly PAC Meetings

?Curriculum Night

?Website that include links to available resources

?Access to online software for literacy, math and other subjects if funding permits

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.

?Open House

?Curriculum Night

?PAC meetings

?Website that include links to available resources

?Parent Portal

?Access to online software for literacy, math and other subjects if funding permits.

?Guest Speakers

?Parent Involvement Events (Create a calendar)

?Partnerships

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 Professional Development

?Integration of Minimum Requirements into School Policies and Practices as Follows:

-Curriculum Night

-Parent Portal

-PAC meetings

-Website

-Monthly Newsletters

-Parent Calls

-Conferences

-Parent Surveys

-Parent Notices

-Parent Communication Logs

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.

?Curriculum Night

?PAC meetings

?Open House

?Special Parent events

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.

Classroom newsletters and school notices will be sent home in English and other languages as necessary. Information will be posted on our website in English and other languages as necessary.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

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

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

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.)

Mission Statement: "We will enlist all stakeholders to support the academic and character development of our students. This will be accomplished by providing positive role models, addressing social and emotional needs, and implementing a rigorous, comprehensive academic program with an emphasis on Math and Science that employs best practices and instructional strategies to meet the individual needs of every child. In addition, we will strive to spark curiosity, enlighten minds, cultivate self-awareness, and instill a love of learning and self respect."

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.

?September 2020 Open House/State of the School Address
?November 2020 Report Card pick-up
?December 2020 Family Curriculum Night
?January/February 2021 At Risk students parent meeting
?April 2021 Report Card pick-up
?Scheduled parent/teacher conferences before/after school, during preps

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

?November/ April Report Card pick-ups
?5 weeks progress reports
?Parent Portal
?At Risk students parent meeting
?Scheduled parent/teacher conferences before/after school, during preps
?Parent Portal

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

?September 2019 Open House/State of the School Address
?November 2019 Report Card pick-up
?December 2019 Family Curriculum Night
?January/February 2020 At Risk students parent meeting
?April 2020 Report Card pick-up
?Scheduled parent/teacher conferences before/after school, during preps

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.

?Quarterly parent learning walks

?Parents can volunteer by completing CPS volunteer forms/process: field trips, school events, classroom support, school-wide support/monitoring students, after school programs

?Parents may observe classroom instruction by signing in the main office and requesting permission

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

?Ensuring that their child/children receive proper nourishment and rest each night

?Ensuring that their child/children and report to school daily and on time

?Ensuring that they check their child's/children's book bags daily for notices sent home

?Ensuring that their child/children adheres to Board and local school policies and procedures, including the Student Code of Conduct

?Ensuring that their child/children come to school with proper supplies

?Monitoring the completion of homework

?Being positive role models

?Collaborating with teachers/staff and administration to support academic, as well as social emotional development

?Ensuring that students are attending after school tutoring programs and utilizing available web based learning tools

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

?Surveys regarding the instructional program, school climate and other related activities are sent to parents throughout the school year.

?Parents are invited to attend LSC meetings

? Parents are invited to attend PAC meetings

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

Accountable for implementing Burnham's Strategies for Students Success: Including but not limited to the following:

?Coming to school daily and on time

?Following school policies and procedures

?Completing and submitting homework daily

?Completing and submitting classwork daily

?Being prepared with proper supplies

?Participating in goal setting conferences with teachers

?Using web-based tools in and outside of school for academic support

?Implementing Burnham's SEL 4 B's

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.

Goals: Increase Student Attendance; Provide and Communicate Provide available resources to support students' academic and social emotional growth.
 Monthly PAC Meeting, LSC Meetings, Website/Social Media, Fall Open House and a Curriculum Night;
 Create a calendar of events for parent engagement.

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.	\$1200.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00
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)	\$1421.00
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.	\$0.00
