

# George Washington Carver Primary School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
10/08/2020	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Instructional rounds
11/19/2020	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Student on-track
12/17/2020	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Interim assessments

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
01/28/2021	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	MOY data
02/25/2021	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Restorative practices/social emotional learning
03/25/2021	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	parent engagement
04/22/2021	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Assessing reading and math curriculum
05/27/2021	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Review of CIWP
06/11/2020	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Planning next steps for upcoming school year
09/23/2021	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Instructional rounds
10/28/2021	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Student on-track
11/18/2021	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Interim assessments
12/16/2021	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Identify What's working? What's not working
01/27/2022	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Working on CIWP for 2022-2024
02/24/2022	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Review MOY data/work on CIWP

Date	Participants	Topic
03/24/2022	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	MTSS/work on CIWP
05/26/2022	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	EOY data
06/16/2022	Principal Hines, AP Withers, Mrs. Hudson, Mr. Prioleau, Dr. Green, Mrs. Gregor, Mrs. Robinson, Mrs. Gilmore, Mrs. Dillard, Ms. Stamps, and Ms. Warford	Planning next steps for upcoming school year

# 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)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 2 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:** ILT agendas and meeting notes; grade level team meeting agendas and meeting notes; Culture and Climate team meetings and note; feedback from Network 13 Walkthrough; feedback from administration through observation checklist and review of lesson plans and gradebook audits; Carver Weekly Digest
- 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
- 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
- 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:** 2018-2020 CIWP; Eureka Math Curriculum: updates and remodeling to the school; grade level team meeting agenda and notes.

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 2 Curriculum connects to real world, authentic application of learning
  - 2 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:** Teacher lesson plans; student field trips; leveled texts for guided reading instruction; online resources.
- 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
  - 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:** Feedback from Network 13 Walkthrough; teacher lesson plans; grade level agendas and notes; graded student work; classroom observations.

- 3 - Balanced Assessment and Grading
  - 2 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
  - 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
  - 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
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 4 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
  - 2 Improve and promote assessment literacy
  - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** ILT meeting agendas and meeting notes; grade level meeting agendas and meeting notes; Feedback from Network 13 Walkthrough; Gradebook (Aspen).
- 3 - MTSS
  - 3 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)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** BHT meeting notes and agendas; Culture and Climate Team meeting notes and agendas
- 2 - Transitions, College & Career Access, & Persistence

- 2 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)
- 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 2 READINESS ? Ensure equitable access to college preparatory curriculum
- 2 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:** We have taken students on trips to visit colleges, and they have completed class projects on colleges. That is the scope of college preparation.

## 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)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Restorative practices; Youth Guidance; HRDI; Second Step; CHAMPS;
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 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)
  - 1 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:** Feedback from classroom observations; social studies curriculum; graded student work; teacher lesson plans.
- 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)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Aspen; Student Logger; BHT meeting agenda and notes; Culture and Climate agendas and meeting notes.
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)

- 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** BHT meeting notes and agenda; Culture and Climate Team meeting notes and agendas.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 4 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:** Attendance incentive activities; Open House; Report Card Pick-Up Day; PAC meetings; LSC meetings; Youth Guidance; HRDI;

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
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	3
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2



Score	Framework dimension and category	Area of focus
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	4
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

### Self-assessment

Martell Hines (Feb 27, 2020)  
 Overall assessment: **2 (some practices evident)**

Yes	Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.
Yes	Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.

### 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	Improving school-wide attendance
Root Cause 1	Lack of restorative practices and resources that address students' social-emotional needs; and that serves as alternatives to out-of-school suspensions.
Area of Critical Need 2	Literacy attainment among third through eighth grade students

Root Cause 2	Lack of curriculum alignment across grade levels
Area of Critical Need 3	Math attainment among third through eighth grade students
Root Cause 3	Lack of curriculum alignment across grade levels
Area of Critical Need 4	NWEA growth in reading among third through eighth grade students
Root Cause 4	Student attendance is below 90%, which impacts student growth.
Area of Critical Need 5	NWEA growth in math among third through eighth grade students
Root Cause 5	Student attendance is below 90%, which impacts student growth.

**Vision metrics**

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>Vision: Attendance Rate</p> <p>This metric was chosen because student attendance is an indicator of school success. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. Moreover, this metric was selected because attendance is included in students' on-track rate. Research shows that students who are not on-track when they graduate from eighth grade are like to be off-track during their high school tenure.</p>	African American		92.00	94.00
	Students with IEPs		91.00	93.00
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>This metric was chosen because improving student attainment will help close the achievement gap. Moreover, student attainment is used as an indicator to determine student success in high school and beyond. Student attainment increases confidence and self-esteem, improves student skills, and provides learners the tools needed to succeed. Also, an increase of student attainment will improve Carver's SQRP score.</p>	African American		26.00	30.00
	Students with IEPs		3.00	5.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>This metric was chosen because improving student attainment will help close the achievement gap. Moreover, student attainment is used as an indicator to determine student success in high school and beyond. Student attainment increases confidence and self-esteem, improves student skills, and provides learners the tools needed to succeed. Also, an increase of student attainment will improve Carver's SQRP score.</p>	African American		10.00	10.00
	Students with IEPs		3.00	5.00
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>This metric was chosen because it is an indicator of student achievement from year-to-year. This data allows us to identify trends and to determine a plan of action that will address students' needs. This will lead to an increase in Carver's SQRP score.</p>	Students with IEPs		47.00	49.00
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>This metric was chosen because it is an indicator of student achievement from year-to-year. This data allows us to identify trends and to determine a plan of action that will address students' needs. This will lead to an increase in Carver's SQRP score.</p>	African American		60.00	70.00
	Students with IEPs		58.00	60.00

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<p><b>My Voice, My School 5 Essentials Survey</b></p> <p>Although there was an increase in Carver's overall rating from not yet organized to partially organized, the goal is to be an organized school in two years. This will be done by involving all stakeholders; students, parents, and students in the decision-making processes; building relational trusts; providing professional development to teachers to build autonomy; implementing more restorative practices as alternatives to in-school and out-of-</p>				5.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
school suspensions; providing workshops to parents; giving surveys to students, staff, and parents to collect feedback that will help us improve overall systems; structures and routines and make Carver a place where students, parents, and staff feel welcomed, valued and have a voice.					

### 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 create systems and structures that include monitoring the effect of teaching on student learning that integrates formative assessment into instruction
Then we see...	Then we will see teachers changed instructional practices based on analysis of their students? current data
which leads to...	Improvement in growth reading scores from the 64th percentile (in SY19) to the 75h percentile in (SY22) and attainment scores from the 22nd percentile in (in SY19) to the 30th percentile in (SY22); Improvement in growth math scores from the 45th percentile (in SY19) to the 55th percentile in (SY22) and attainment scores from the 10th percentile in (in SY19) to the 20th percentile in (SY22).
Budget Description	Reorder Eureka Math consumables and purchase math manipulatives; renew licenses for Edulastic; Edgenuity; IXL; purchase classroom library; purchase Amplify science manipulatives; renew subscription of reading A to Z; purchase license for Raz Kids; renew subscription for Scholastic News; purchase subscription for News ELA
Tags	Curriculum, Instruction, CBE: SEL Integration, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Student Discourse
Action steps	<ul style="list-style-type: none"> <li>(Not started) Incorporate small group instruction in pre-kindergarten through eighth grade to support the gradual release model; to promote higher order</li> </ul>

	<p>thinking; to increase students' comprehension skills; to increase vocabulary acquisition; fluency; listening skills; writing skills; to provide students with informational texts; to encourage students citing textual evidence to support their answers. Teachers will meet with students in low, middle, and high groups daily; lower performing groups will need to be seen at least two to three times a week.</p> <p>Tags:Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) Incorporate Talks into math lessons at least two to three times a week. This will promote student-to-student discourse and increase students' acquisition of math terms.</li> </ul> <p>Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) Implement Eureka Math daily in grades kindergarten through eighth grade.</li> </ul> <p>Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum, Math: Equitable Access</p> <ul style="list-style-type: none"> <li>• (Not started) Monitor student progress daily, weekly, bi-weekly; and quarterly as well as provide students with feedback through the use of rubrics and student/teacher conferences and student/teacher contracts</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: PreK-3 Assessment</p>
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**Strategy 2**

If we do...	build a system of communication and decision-making that is inclusive, transparent, and includes student voices,
Then we see...	we will see an increase in student investment and commitment to learning,
which leads to...	improved student outcomes on testing measures, attendance, and 5Essentials data. Attendance will increase from 90% in 2019 to 94% in 2022. Carver's overall 5 Essentials data will increase from partially organized to organized.
Budget Description	Purchase Second Step curriculum
Tags	Student Voice, Engagement, and Civic Life, OSCPA: Social/Emotional Support
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Teach Second Step curriculum once a week for 30 minutes to students in pre-k through eighth grade</li> </ul> <p>Tags:OSCPA: Social/Emotional Support</p>

	<ul style="list-style-type: none"> <li>(Not started) Students will complete surveys that will allow data to be collected to determine students' interests and needs quarterly.</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will do daily and weekly check-ins with students to give them a voice to express their feelings and concerns.</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life</p>
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**Strategy 3**

If we do...	If we invest in resources and create opportunities for teachers to collaborate, evaluate and improve the quality of formative assessments
Then we see...	then we will see teachers collaboratively 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
which leads to...	students reaching their growth targets in both reading and math; more students will be at or above attainment 64th percentile (in SY19) to the 75th percentile in (SY22) and attainment scores from the 22nd percentile in (in SY19) to the 30th percentile in (SY22); Improvement in growth math scores from the 45th percentile (in SY19) to the 55th percentile in (SY22) and attainment scores from the 10th percentile in (in SY19) to the 20th percentile in (SY22).
Budget Description	Renew licenses for Edgenity; IXL; Edulastic; Mastery Connect
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> <li>(Not started) Progress monitor students in grades kindergarten through second at the the desired rate (bi-weekly, monthly, quarterly) using Dibels/TRC as our systematic interim assessments; pre-k teachers will complete checkpoints for their students</li> </ul> <p>Tags: Assessment: Checkpoint Student Assessment System, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Math: Formative Assessment</p> <ul style="list-style-type: none"> <li>(Not started) Administer NWEA practice material, Mastery Connect, IXL, Edulastic, every five weeks for reading and math to second through third grade students.</li> </ul>

	<p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, Math: Formative Assessment</p> <ul style="list-style-type: none"> <li>(Not started) Provide professional development to teachers during weekly grade level meetings; School Improvement Days; Teacher Institute Days; Teachers will attend Network 13 pd</li> </ul> <p>Tags:</p>
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**Strategy 4**

If we do...	If we 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)
Then we see...	then we will see increased engaged parent participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
which leads to...	Five Essentials Score ? Involved Families, My Voice, My School Survey scores ? outreach to parents; parent-teacher trust - and an increase from a score of 39 in 2019 to 70 in 2022.
Budget Description	PAC funds to pay for materials, and vendors for parent workshops; funds to pay for materials for Family Literacy Night; Math Night; STEM Night
Tags	FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC, Literacy: Key Practice #4-Authentic Learning Experiences, STE(A)M Schools: Family & Community Engagement (SSS7), Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>(Not started) The school will have frequent high quality engaging activities for families and the community such as student performances and exhibitions, awards ceremonies, family nights (STEM, Literacy, etc.)</li> </ul> <p>Tags:FACE2: Community Partnerships, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, Literacy: Key Practice #4-Authentic Learning Experiences, STE(A)M Schools: Family &amp; Community Engagement (SSS7), Math: Rigorous Tasks</p> <ul style="list-style-type: none"> <li>(Not started) Hold parent workshops (social emotional ,financial literacy, parent advocacy, managing work and home and job recruitment) , which will be shared with our families in a variety of formats (website, calendar, newsletter, robocall, marquee and social media);</li> </ul> <p>Tags:FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC, FACE2: Volunteer, OECE: PK Family Engagement</p>

**Action Plan**

**Strategy 1**

Incorporate small group instruction in pre-kindergarten through eighth grade to support the gradual release model; to promote higher order thinking; to increase students' comprehension skills; to increase vocabulary acquisition; fluency; listening skills; writing skills; to provide students with informational texts; to encourage students citing textual evidence to support their answers. Teachers will meet with students in low, middle, and high groups daily; lower performing groups will need to be seen at least two to three times a week.

Sep 08, 2020 to Jun 14, 2022 - pre-k through eighth grade teachers; administrators

Incorporate Talks into math lessons at least two to three times a week. This will promote student-to-student discourse and increase students' acquisition of math terms.

Aug 26, 2020 to Jun 19, 2022 - pre-k through eighth grade teachers; administrators

Implement Eureka Math daily in grades kindergarten through eighth grade.

Aug 26, 2020 to Jun 19, 2022 - pre-k through eighth grade teachers; administrators

Monitor student progress daily, weekly, bi-weekly; and quarterly as well as provide students with feedback through the use of rubrics and student/teacher conferences and student/teacher contracts

Aug 26, 2020 to Jun 19, 2022 - pre-k through eighth grade teachers; administrators

## **Strategy 2**

Teach Second Step curriculum once a week for 30 minutes to students in pre-k through eighth grade

Aug 26, 2020 to Jun 19, 2022 - pre-k through eighth grade teachers; administrators; technology coordinator

Students will complete surveys that will allow data to be collected to determine students' interests and needs quarterly.

Aug 26, 2020 to Jun 19, 2022 - pre-k through eighth grade teachers; administrators; technology coordinator; head teacher

Teachers will do daily and weekly check-ins with students to give them a voice to express their feelings and concerns.

Aug 26, 2020 to Jun 19, 2022 - pre-k through eighth grade teachers; administrators; technology coordinator; head teacher

## **Strategy 3**

Progress monitor students in grades kindergarten through second at the the desired rate (bi-weekly, monthly, quarterly) using Dibels/TRC as our systematic interim assessments; pre-k teachers will complete checkpoints for their students



Aug 26, 2020 to Jun 19, 2022 - kindergarten through second grade teachers; pre-k teachers; diverse learner teachers; administrators; head teacher

Administer NWEA practice material, Mastery Connect, IXL, Edulastic, every five weeks for reading and math to second through third grade students.

Aug 26, 2020 to Jun 19, 2022 - second grade teachers; administrators; head teacher; technology coordinator; diverse learner teachers

Provide professional development to teachers during weekly grade level meetings; School Improvement Days; Teacher Institute Days; Teachers will attend Network 13 pd

Aug 26, 2020 to Jun 19, 2022 - pre-kindergarten through eighth grade teachers; diverse learner teachers; administrators; head teachers

## Strategy 4

The school will have frequent high quality engaging activities for families and the community such as student performances and exhibitions, awards ceremonies, family nights (STEM, Literacy, etc.)

Aug 26, 2020 to Jun 19, 2022 - teachers, administrators, counselor, technology coordinator, head teacher, parent resource teachers, parent volunteers

Hold parent workshops (social emotional ,financial literacy, parent advocacy, managing work and home and job recruitment) , which will be shared with our families in a variety of formats (website, calendar, newsletter, robocall, marquee and social media);

Aug 26, 2020 to Jun 19, 2022 - teachers, administrators, counselor, technology coordinator, head teacher, parent resource teachers, parent volunteers

## Fund Compliance

### ESSA Program

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.**

Carver's comprehensive needs assessment will include all stakeholders; students, teachers, parents, outside partners, administrators, school counselor, school social worker, case manager, parent resource teacher, teacher assistants, volunteers, etc. The purpose of the comprehensive needs assessment is to determine the strengths and areas of growth our school and to gather information that will help us improve the culture and climate of our school. It is also an opportunity for us to determine the root causes of students' achievement as well as to determine what students need to close achievement gaps. The CIWP team will meet monthly to review data; attendance; assessments; discipline; curriculum. The purpose of reviewing this data will be to identify trends, and determine if we have the appropriate curriculum and resources in place to address students' deficits. Data will be collected from student assessments, surveys, questionnaires, observations, interviews, curriculum. The kinds of data collected include:

- ? Student demographics
- ? School culture and climate
- ? Academic achievement
- ? College and career readiness
- ? Instructional data
- ? Family and community engagement
- ? School operations and management

We will compile-receive all data in ready to use form, disaggregate data as necessary; sort- group data accordingly: academic achievement, school safety, climate, parent involvement, etc.; report- provide clear and concise narrative; evaluate-drawing conclusions and writing the plan.

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

One of our school reform strategies is that students in grades k-5 receive receive 90 minutes literacy block; uninterrupted instruction. Another reform strategy is that we have 90 minutes of uninterrupted math instruction. We also incorporate the gradual release model; small group instruction; one-to-one technology instruction; using data to group students according to their instructional level.

### **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.**

Carver incorporates Eureka math, which is a scientifically-based research curriculum. We also implement Amplify science; Reading Wonders; leveled-reading texts; small group instruction; technology; classroom libraries so that students have access to multiple reading genres;

### **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).**

Carver partners with outside agencies such as Youth Guidance and HRDI. These organizations offer services to students who may need additional support. We have a Behavioral Health Team, which supports students in managing the behavioral complications of mental health conditions to optimize provider-patient relationships, patient and family engagement in care, and treatment outcomes. We also offer after

school for students who fall into the 35th percentile and up. This allows them to get additional support in reading and math.

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

One of the ways that we attempt to attract high-quality teachers is by marketing our school by way our school website and our Instagram page. These platforms allow candidates to learn about our school and gain insight on the culture and climate of our school. Another way that will attract high-quality teachers is to include our ILT in the interview process. In addition to building teacher-capacity, this process also allows teachers to give insight on the hiring process, which helps to select high-quality teachers.

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

Teachers will receive ongoing professional development. They will meet weekly with their grade band for grade level meeting. They will receive professional development during Staff Development Days and School Improvement Days, and they will have opportunities attend professional development that will be provided by the network.

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

Our parent resource teacher and head teacher will be instrumental in assisting with soliciting parents to participate in the school. The parent resource teacher will provide parents with interactive activities and workshops to encourage them to come to school. We will have events such Family Literacy Night, Math Night, and S.T.E.M. Parents will be encouraged to sign up to volunteer at the school.

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

The plan for assisting preschool children in the transition to including new rules and expectations, new ways of learning, new relationships with peers and adults, and new physical surroundings. The earliest years are the cornerstone of effective systems and the foundation upon which subsequent learning is built. Yet there is a persistent gap in the transition between preschool to kindergarten.

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

Carver has an instructional leadership (ILT), which involves various stakeholders. A teacher from each grade band is on the ILT, along with the school counselor, head teacher, and case manager. This is representation of the school. Members of the ILT assist will assist with decision making as it relates to selecting curriculum. The ILT also assists with analyzing data, identifying trends, and determining a course of action.

**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.**

Teachers will incorporate small group instruction as part of their instruction. The purpose of small group instruction is to focus precisely on what the students need to learn next to move forward. Ongoing observation of students, combined with systematic assessment will enable teachers to draw together groups of students who fit a particular instructional profile. Also students will take weekly, bi-weekly, and interim assessments. Data collected from these instruments will allow teachers to determine which students mastered the standard. Moreover, teachers will have an opportunity to re-teach the standard. Also, students will have an opportunity to participate in the after school programs, which will serve as another opportunity to help students address their deficits.

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

The Parent Advisory Council's (PAC's) mission is to involve families, schools, and the community in the educational success of all children through unified, active participation; clear understanding; communication; and adequate training. Support and secure effective partnerships among parents, schools and community. Therefore, activities, workshops, and meetings on various topics, such as technology, social emotional health, GED, resume writing, health programs, will be held for parents so that they become empowered and better equipped to give their children support.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Parents will be invited to participate in the following activities for collaboration and approval: 1) LSC Meetings 2) PAC Meetings 3) Open House Events 4) State of School Addresses (Fall/Winter) 5) "Data Chats" (during report card pick up fall/spring). Meeting

notifications will be disseminated in monthly parent letters, posted on the school's marquee and inside the school (main entrance).

**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**

Carver's State of School Address and Annual Open House is scheduled for September 2020. Our Title I Annual Meeting and PAC organization is scheduled for October 2020. Stakeholders will be notified by school calendar, newsletter, robocalls

**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.**

As a staff, we will continue to involve parents in the education of their children and respond to request by the following actions: 1) Maintaining our "Open Door" Policy 2) Inviting parents to meetings via monthly school newsletters 3) Parent Surveys 4) CPS Email Accounts and Phone In-Boxes

**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.**

Student progress reports will be provided to parents every 5 weeks and report cards will be generated quarterly. Official NWEA MAP data results will be provided to parents during report card pick-up dates. Additional notification will take place during fall, winter and spring.

**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.**

In the case where a teacher is deemed not "highly qualified", administrators will mail/send CPS letter notification to parents via (1) US Mail (2) Student Carrier

**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.**

Minimally twice a year, the school will send home CPS Parent Portal information which provides for ongoing collaboration between parent, teacher, and student. This gives a parent direct linkage to the school and classroom. Parents are invited to participate in Carver's "State of the School Address" (Fall/Winter 2020)

**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.**

We will provide parents with the following support to aid in their child's achievement/performance: 1) Bulletin boards will be used to share school / community news. 2) Parents will receive monthly newsletters with invitations to PAC and LSC meetings. 3) Annual family academic events to provide an array of school and community services. 4) School Counselor / Social Worker will provide parent resource information during MTSS events and upon parental request. 5) The Parent Resource Teacher works with parents in the parent room to assist parents with resources and training to support their child's academic needs. This includes using equipment materials and supplies available in the parent room.

**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.**

As part of our professional development for staff, we will continue to provide: 1) Ongoing workshops on parent collaboration. 2) Maintain our "open door" policy 3) Annual training for Students in Transitional Living Situations (STLS) 4) "Data chats" with parents facilitated by teachers.

**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.**

Carver will maintain partnerships with community partners that focus on preschool aged children. Carver's Parent Resource will also support parents and families and encourage higher participation in their children's education.

**Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.**

We will inform Carver's families through the following methods: 1) Weekly Flyers 2) Monthly news letters 3) School Marquee 4) School Calendars 5) Materials posted on office/hallway bulletin boards.

### **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.)**

It is the mission of the staff at Carver/Wheatley Child Parent Center to provide our students with highly rigorous and authentic learning experiences through fine arts to better their understanding of themselves, the world around them, and their unique place in it. Students will actively engage in problem-solving that demonstrates skill-mastery across all content areas with a focus on developing persistence for success in college and career endeavors. Our mission is also to create life long learners, and productive citizens of the world.

**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.**

Two Parent Teacher Conferences are held twice a school year in November and April (district wide). Parents are also invited to attend Open House events to conference with teachers, hosted at the school level, twice a year (October/ February). Also parent conferences can be scheduled by appointment during a teachers preparation period. Conferences can also be held under special circumstances such as when a student is identified as "off-track" according to CPS metrics.

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

Parents will receive training on how to access Parent Portal so they can check their child's grades. CPS's policy requires a progress report card to be generated every 5 weeks for each student as well as report cards on a quarterly basis. Teachers will inform parents on promotion policy along with unsuccessful progress of their child.

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

Parents have access to staff during Open House, which will take place in September. Report Card Pick Up Day, which will take place in November and April. Principal gives a State of Union Address twice a year after school hours where parents can also speak with staff.

**The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.**

At the beginning of the year during Open House, Report Card Pick Up, PAC meetings, LSC meetings, Parent Workshops, parents are encouraged to apply

for Level or Level II clearance mandates deemed by Chicago Public Schools. Upon clearance a schedule will be created for parents to sign up, along with workshops designed to teach parents rules and responsibilities for volunteering in classrooms.

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

The parents will send their child to school everyday which will allow us to reach our yearly goal of 96%. Parent will accompany them to school if they are not working to be involved in classes and activities in parent room. Parents will help achieve the attendance goal by making sure their children are in medical compliance so they won't be excluded from school. Parents will assist with their children's education by reading to them daily and working on homework. Parents will also reinforce appropriate behavior for school and make sure they come prepared, i.e. uniforms, school supplies, proper hygiene, etc.

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

Monthly PAC, LSC meetings, workshops, school climate team will serve as a forum for parents to participate in decision that relate to their children. There will be public comment section added to every agenda. There will be one day out of the month dedicated to parents open forum with principal.

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

Students will attend school regularly and arrive on time, complete all daily homework and return it to school on time, complete and become fully engaged in their learning process, model CHAMPS responsibilities and abide by the school Code of Conduct, be responsible for giving family members all information sent home from school, consistently plan a portion of everyday for a period of uninterrupted reading and study time, and Respect self, staff and other students.

## Parent Budget (Complete)

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**

Parents will receive a monthly calendar with workshops pertaining to child development, personal development/self esteem, parenting, consumerism, cooking/nutrition, literacy development/readiness, field experiences, and health and safety workshops. She also gives them opportunity to select workshops of their choosing as long as it edifies the growth of both parent and child.

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



**Account(s)****Description****Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$0.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00