William E B Dubois Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/03/2020	Johnson, DeLoach, Carter, Schmiedel, Flowers, Dydo, Spencer, D. Wilson, and K. Wilson	SEF
03/04/2020	Johnson, DeLoach, Carter, Schmiedel, Flowers, Dydo, Spencer, Washington, A. (8th grade) D. Wilson,, and K. Wilson	Identify 3-5 Critical Areas and Set Goals
04/23/2020	Johnson, DeLoach, Carter, Schmiedel, Flowers, Dydo, Spencer, D. Wilson, and K. Wilson	Actions of Theories

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
  - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: Evidence pending entry
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 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
  - o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Evidence pending entry

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- o 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
- o 3 Curriculum connects to real world, authentic application of learning
- o 3 Curriculum is aligned to expectations of the standards
- o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 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
- o **Evidence**: Currently, DuBois is utilizing the Network 13 Literacy and Math Priorities scope and sequence in coordination with grade band textbooks. K-5 use Reading Street and Eureka for ELA and My Math and Eureka series for mathematical instruction. 6-8th grades are working with Go Math for Math and Perspectives for ELA instruction. These resources are aligned with CPS Content Framework and Common Core State Standards. In addition to these resources, teachers create Literacy and Mathematics curriculum maps to provide parents and administrators an overview of skills to be taught for the year. Teachers further students curiosity and inspire them to think outside the box with plays, documentaries, author visits, writing workshops, STEM fieldtrips and math clubs. Students contribute high quality work through text complexity in all genres and content areas. All learners are given the opportunity to engage in content area lessons. Teachers and peers offer support in small group settings and students are challenged by peers at other neighborhood schools to do their best. We understand that no one curriculum addresses the needs of all students, therefore flexibility among instructional practices is key in providing challenging and engaging instruction, According to the 5 essentials survey, instruction averaged 86.5% during CIWP 2014-16 and 90% during CIWP 2016-2018. We provide instruction that is clear, well-structured, and encourages students to build and apply knowledge. Yet this would not be possible without clear behavioral expectations within each classroom based on the school-wide implementation of N.E.S.T. and P.U.L.S.E. These behavior monitoring systems allow for more students to be successful, because they are non-punitive systems that allow students to take authority in their learning. Other methods used to support social emotional learning, are Morning Circle, Calming Corners, and breathing exercises. Many classes also receive separate instruction with Mrs. D. Wilson focusing on SEL with the Second Step program. Many of our students also participate in By the Hands Club and Youth Guidance outside of the regular school day. Eighth grade students also participate in team building activities and high school and college visits. Technology has become more available to ALL students with more access to Chromebooks. This allows teachers to differentiate instruction and increase technology usage with adaptive curriculum provided by Blue Streak, STRIDE, and Khan Academy.
- 3 - Instruction
    - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
    - o 3 Engage students in learning and foster student ownership
    - o 2 Use questioning and discussion as techniques to deepen student understanding
    - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
    - o 3 Provide students frequent, informative feedback
    - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

- o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- o **Evidence**: Most teachers plan for student learning through analyzing and assessing data to drive instruction with less than 50% of teachers implementing small group instruction with fidelity. Teachers guide the relevance of their objectives by applying the CPS Framework for Teaching. Most Teachers communicate with students by planning a wide range pedagogical approaches, such as helping students make connections to their interests, knowledge, and experiences. This can be seen through projects, higher order thinking skills, assemblies, field trips, etc. In some classrooms, students are encouraged to contribute to the lesson by having peer conversations, math talks, book reviews, and collaboration conversations. This helps students develop the concepts and explain it to their classmates. Using Academic vocabulary enable the students to build on their language development and understanding of content, most teachers demonstrate student usage by assigning vocabulary notebooks and creating a word walls inside the classroom. In more than 50% of the classrooms, students are engaged in learning by responding to peers by having authentic conversations and in engaging in text by citing textual evidence to support and develop claims. Instructional practices vary and are subject to change based on current NWEA data and on the progress of weekly quizzes and assessments. Deficit skills are targeted and lessons are created to address the needs of the students who are struggling with difficult tasks and concepts. In some classrooms, small groups and activities are created based on current RIT band scores and the learning continuum. Other formal assessments used to drive instruction are PARCC, Stride Academy, Reach Performance Task, MARS Task, etc. These formal assessment tools are also considered when planning and changing instruction for students. Stride Adaptive Curriculum, Khan Academy for Math, and Blue Streak programs are utilized to insure differentiated instruction and incorporate technology. Social Emotional Learning is also a part of instruction and is taken into consideration when planning and changing instruction. Instruction is adjusted when students demonstrate a lack of understanding of concepts. Teachers allow students to complete small tasks that are directly related to the lesson and check for accuracy. When formal assessments show that students need assistance, enrichment and reteaching activities are provided. Differentiation is another tool that meet students where they are. Instruction should include the level of complexity that is just right for the students to provide both a challenge for the students as well as a task that can be completed independently. For example, the students are not grasping a math concept on fractions. An impromptu lesson would be to hand out white paper and have students to solve fractions problems provided to them by the teacher. Allow the class to solve the problems and discuss the process to clear up any misconceptions. Progress monitoring methods and small group instruction still need improvement which are used to monitor the progress and effectiveness of interventions used by the teacher.
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- o 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
- o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 2 Utilize assessments that measure the development of academic language for English learners
- o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 3 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: ILT regularly analyzes assessment data. Students were engaged in clear and well-structured instructions and they were allowed to build and apply knowledge as well as use a variety of different formats for instruction. Knowledge is assessed in a multitude of different formats throughout the building. Besides the district assessments Dibels, TRC, and NWEA, students are assessed daily, weekly or by units of study in various formative and summative formats. The various formats include exit slips, basal tests, unit tests, essays, STRIDE Academy, and teacher-created assessments that are aligned with CCSS. All diverse learners have access to the same assessments with accommodation and modifications when specified per IEP. Progress monitoring tools and RTI are used to identify gaps in learning and improvements. Assessments utilized by teachers directly reflect the shifts in literacy and math and also reflect instructional effectiveness. Assessments are analyzed for CCSS alignment and then analyzed to determine instructional needs. Teachers have evidence of grading in Gradebook and audits are conducted to monitor input. Teacher?s follow the school?s grading policy. Teachers also create 5 week On/Off Track reports that are distributed with Progress Reports and Report Cards. Teachers then compile a class list of those students who are on/off track for GPA as well as Attendance to monitor grade distribution and grade level requirements.
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence**: Tier 1-Universal Instruction for All Students Universal instruction is based on ?Effective High Quality Instruction? using grade level appropriate Common Core State Standards. DuBois School also provides social emotional supports for all students. Effective High Quality Instruction includes: ? Whole group instruction ? Small group instruction ? Homogeneous grouping ? Heterogeneous grouping ? Project based learning ? Field experiences related to instruction ? After School instruction School wide Attendance Expectations: ? DuBois expectations is for each child to have an attendance rate of 95% or higher. SEL Tier One Supports ? The DeBugging System ? Each classroom has a calming corner ? SEL Competency focus for each month ? NEST Egg reward system ? Horseshoe hallway behavior system ? Model Mustangs ? Second Step ? Morning Meeting ? Community agency presentations ?Restorative practice coach Tier 2-Strategic Intervention Strategic Interventions are for students who require additional supports after tier 1, universal instruction, have been attempted and proven to not be beneficial to the academic and social emotional needs of a student. Tier 2 Criteria: K-2 Academics ? Students that are Far Below or Below Proficient ? Students who scored below the 24th percentile on Winter NWEA Assessment 3-8 Academics ? Students who have been retained in grades 3, 6, or 8 ? Students who have scored within the 20th and 11th percentile on Spring NWE Assessment ? Students who are consistently scoring below average on classroom assessments ? Students who have earned a letter grade of ?D? in core subject areas ? Teacher professional judgment Pre-K-8 Attendance ? Pre K - 8 students that have an attendance rate of 92% or less have been added to a Focus Group. K-8 SEL ? 6 or more discipline referrals written for a student by multiple teachers within a month?s time. ? 2 or more discipline referrals written for a student by one teacher in a week?s time Tier 2 Interventions/Programs with Progress Monitoring biweekly and interventions utilized 2-3 times per week ? Instruction from MTSS teacher with a smaller group of students outside of the classroom. ? Small group instruction specific skills provided by classroom teacher ? Classroom teacher modifies instruction. ? Khan Academy ? Conference with parent to inform them of their child?s struggles and the steps that the school is taking. Pre-K-8 Attendance: Pre K-8 students that have an attendance rate of 92% or less have been added to a Focus Group ? There is a check in with a designated staff member ? Attendance is monitored daily ? Incentives are given for an improved attendance rate ? Attendance rate improved to at least 94% or higher Tier 2 Exit Criteria: -Evidence of measurable progress of student's ability to meet grade level expectations - Attendance rate improved to at least 94% or higher K-8 ESL ? Check-in-Check out ? Behavior Contract ? Behavior chart that is affixed to the student?s desk ? Classroom Management Support ? Sensory tools ? Teaching coping skills ? Teaching relationship skills ? SMART goal setting for the student and logged in the MTSS logging tool ? Measurable evidence of students reduction of disciplinary

infractions based on the SMART goals that were written for the student. Tier 3-Intensive Interventions Intensive Interventions are for students who require additional supports after tiers I and II interventions have been attempted and proven to not be beneficial to the academic and social emotional needs of a student. Teacher?s are clear that tier 3 interventions are not the step before special education evaluations, but intensive and focused supports to help students excel. Tier 3 Criteria K-2 Academics 3-8 Academics ? Students who have scored below the 11th percentile on Spring NWEA Assessment ? Students who are consistently earning F?s on classroom assessments ? Students who have earned a letter grade of ?F? in core subject areas ? Teacher professional judgment ? Students who are not making adequate timely progress with tier 2 supports Interventions are utilized 4-5 times per week Pre-K-8 Attendance K-8 SEL ? 10 or more discipline referrals written for a student by multiple teachers within a month?s time. ? 3 or more discipline referrals written for a student by one teacher in a week?s time Interventions are utilized 4-5 times per week: ? Individual instruction from MTSS teacher outside of the classroom on specific skills. ? Small group instruction on specific skills provided by classroom teacher ? Classroom teacher modifies instruction. ? Khan Academy ? Conference with parent to inform them of their child?s struggles and the steps that the school is taking.? Check-in-Check out ? Behavior Contract ? Behavior chart that is affixed to the student?s desk ? Classroom Management Support ? Sensory tools ? Teaching coping skills ? Teaching relationship skills ? SMART goal setting for the student and logged in the MTSS logging tool ? Teacher complete ?Request for Assistance?-BHT referral ? Functional Behavioral Assessment ? Behavior Intervention Plan ? Referral given to the parent for outside agencies Tier 3 Exit Criteria K-8 Academics ? Evidence of measurable progress of student?s ability to meet grade level expectations. K-8 SEL Measurable evidence of students reduction of disciplinary infractions based on the SMART goals that were written for the student

- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**: Evidence pending entry

Quality and Character of School Life

- 4 - Relational Trust
  - o 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)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Evidence pending entry

- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: Evidence pending entry
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: Evidence pending entry
- 3 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Evidence pending entry
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)

o **Evidence**: Evidence pending entry

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	African American students meeting/exceeding National Average Growth Norms (Grades 3-8) in Reading and Math
Root Cause 1	Inconsistency of targeted small group instruction
Area of Critical Need 2	Attendance Rate
Root Cause 2	Primary students are coming to school at a rate of 90%...lack of incentives for parents
Area of Critical Need 3	Students in Grades 3-8 (including Diverse Learners) reaching Attainment in NWEA Math and Reading
Root Cause 3	Lack of immediate interventions for students that transfer in
Area of Critical Need 4	Students in Grade 2 (including Diverse Learners) reaching Attainment in NWEA Math and Reading
Root Cause 4	Lack of immediate interventions for students that transfer in

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
SQRP: National School Growth Percentile - Reading (Grades 3-8) We chose this metric because in our 19-20 SQRP this was an area where we were only at 3 points, within the 60th percentile, and in order to grow not only in our score on SQRP but also in our attainment percentages, we have to raise our average growth percentile.	African American		63.00	65.00
	Students with IEPs		56.00	60.00
Vision: Attendance Rate We chose this metric because last year our attendance rate was 96%. Currently our attendance rate is 92.9%.	African American		95.00	96.00
	Students with IEPs		95.00	96.00
	African American		30.00	35.00

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 (Math) We chose this metric because we were at the 27th percentile for math in Grade 2 attainment. Our goal is to meet/exceed the 50th percentile by 2024.	Students with IEPs		35.00	40.00
Vision: NWEA Attainment G2 (Reading) We chose this metric because we are below the 50th percentile for reading attainment in Grade 2. Our goal is to meet/exceed the 50th percentile by 2024.	African American		35.00	40.00
	Students with IEPs			
SQRP: National School Growth Percentile - Math (Grades 3-8) We chose this metric because in our 19-20 SQRP this was an area where we were only at 3 points, within the 60th percentile, and in order to grow not only in our score on SQRP but also in our attainment percentages, we have to raise our average growth percentile.	African American		60.00	63.00
	Students with IEPs			

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 2018-19 Well Organized 2019-20 Well Organized				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Review the K-5 Reading, Math, Social Studies and Science Curricula before the school year starts to select a rigorous and diverse scope and sequence that aligns CCSS expectations.
Then we see...	Teachers providing rigorous, and engaging Common Core aligned instruction through curriculum that supports the districts? values of student centered academic excellence.
which leads to...	3-8 Students (including DLs) who are reaching attainment at or above 40% in Math and 55% in Reading during the next two years as we strive to be in concurrence with the district's vision for DuBois of 46.3 in Math and 59.8 in Reading by 2024.
Budget Description	Funding source 115 for textbooks, digital and non digital subscriptions, and Professional Development provided by Vendors.
Tags	Curriculum, Science: Curriculum, Math: Curriculum
Action steps	(Not started) Teacher teams and administrators will meet in June 2020 to discuss and select curricula for the upcoming school year that will be strictly adhered to for all K-5 classrooms. Tags:Curriculum (Not started) Teachers will attend/participate in necessary core training for program fidelity in grade bands prior to the school year. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) Admin will monitor implementation of curricula and provide weekly feedback in core subject areas during first semester and monthly feedback during the second semester. Tags:ODLSS: Instructional Quality

Strategy 2

If we do...	provide Professional Development that equips teachers with the tools and strategies to use data to create targeted skill instruction for each student, group students by skill deficiencies, create effective small group lesson plans, monitor teachers Small group Instructional Plans biweekly, observe Small Group Instruction, and provide timely feedback...
Then we see...	Teachers work closely with each student and provide the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives.
which leads to...	3-8 Students who are reaching their growth targets at or above 60% in Math and 65% Reading in the next two years as we strive to reach growth targets that exceed the district's vision for DuBois of 59% in Math and 64% in Reading by 2024.

Budget Description	Admin and Teachers providing Professional Development during the first semester of the CIWP Cycle. Funding Source 115 to purchase books for our Book Studies
Tags	Instruction
Action steps	• (Not started) Create SGI Monitoring Tool with SG Look fors in conjunction with network exemplars and expectations Tags:Instruction • (Not started) Provide school based Professional Development that includes modeling, book study, and professional articles Tags:Instruction • (Not started) The ILT team, grade band teachers, and administration will observe SGI in action and provide feedback using the SGI Monitoring Tool Tags:Instruction • (Not started) Analyze informal and formal data to check for understanding and drive small group instruction Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Strategy 3

If we do...	Provide professional development training for all staff that clearly defines and states in writing the tiering criteria for identifying students who qualify for MTSS, provide ongoing training for entering data in Aspen to improve monitoring of those students who have been identified, create a plan specifically for transfer in students, and utilize the Problem Solving Process to plan Tier 2 and 3 instruction/interventions....
Then we see...	Teachers appropriately identifying students (including transfer ins) that need academic and/or behavioral support. Teachers track and monitor academic progress and behavior interventions...
which leads to...	an overall improvement of our students' academics and behavioral health.Students receiving monitored, differentiated instruction and/or behavioral supports. 75% percent of students will be ON Track academically and less than 10% of our students will receive detentions and/or mandatory parent/teacher conferences.
Budget Description	School based training and support throughout SY 2021
Tags	MTSS

Action steps	• (Not started) Provide ongoing professional development in intervention practices Tags:MTSS • (Not started) Progress monitor MTSS usage and implementation of plans (student data, entering data, MTSS login, evidence of differentiation such as lesson plans and observation notes, review 5 week data, determine effectiveness of strategies, and adjust plans as needed, etc.) Tags:MTSS • (Not started) Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions Tags:MTSS • (Not started) Create a step by step intervention plan for students that transfer in to be completed within 2 weeks of enrollment. Tags:MTSS

Strategy 4

If we do...	implement, evaluate the quality, and monitor the implementation of daily and weekly formative/summative assessments that address students' next steps around cognitive demand with adjustments for equitable access.
Then we see...	Teachers able to engage in... Quick identification of gaps in instruction and more purposeful instruction (identify target students, differentiated lessons, progress monitoring) to close achievement gaps.
which leads to...	ON Track rates increased to 75% across grade levels and 3-8 Students (including DLs) who are reaching attainment at or above 40% in Math and 55% in Reading during the next two years as we strive to be in concurrence with the district's vision for DuBois of 46.3 in Math and 59.8 in Reading by 2024.
Budget Description	School based training throughout SY 21. School Funding Sources 115 and 332 to purchase non digital and digital materials.
Tags	Balanced Assessment and Grading
Action steps	• (Not started) Bi-Weekly analysis of grade level team?s fidelity of purposeful design and use of assessment in their instruction and with grading Tags:MTSS • (Not started) Conduct EOY survey to gather formal feedback on CFU Bi-Weekly Assessment protocol from all teachers

	Tags:Balanced Assessment and Grading • (Not started) Review and possibly change DuBois' current Grading Scale Tags:Assessment: Fair, Accurate and Consistent Grading Systems

Action Plan

Strategy 1

Teacher teams and administrators will meet in June 2020 to discuss and select curricula for the upcoming school year that will be strictly adhered to for all K-5 classrooms.

Jun 22, 2020 to Jul 31, 2020 - Admin and Teachers

Teachers will attend/participate in necessary core training for program fidelity in grade bands prior to the school year.

Jun 22, 2020 to Sep 04, 2020 - K-5

Admin will monitor implementation of curricula and provide weekly feedback in core subject areas during first semester and monthly feedback during the second semester.

Oct 05, 2020 to Jun 07, 2021 - Admin

Strategy 2

Create SGI Monitoring Tool with SG Look fors in conjunction with network exemplars and expectations

Aug 24, 2020 to Sep 04, 2020 - Administrators and Teachers

Provide school based Professional Development that includes modeling, book study, and professional articles

Aug 31, 2020 to May 27, 2022 - Administrators and Teachers

The ILT team, grade band teachers, and administration will observe SGI in action and provide feedback using the SGI Monitoring Tool

Aug 31, 2020 to May 27, 2022 - ILT and classroom teachers

Analyze informal and formal data to check for understanding and drive small group instruction

Sep 14, 2020 to Jun 13, 2022 - Teachers

Strategy 3

Provide ongoing professional development in intervention practices

Aug 31, 2020 to Jan 03, 2022 - Admin

Progress monitor MTSS usage and implementation of plans (student data, entering data, MTSS login, evidence of differentiation such as lesson plans and observation notes, review 5 week data, determine effectiveness of strategies, and adjust plans as needed, etc.)

Aug 31, 2020 to Dec 17, 2021 - MTSS Lead

Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions

Aug 31, 2020 to May 27, 2022 - Teacher

Create a step by step intervention plan for students that transfer in to be completed within 2 weeks of enrollment.

Jul 20, 2020 to Aug 28, 2020 - Admin & MTSS Lead

Strategy 4

Bi-Weekly analysis of grade level team?s fidelity of purposeful design and use of assessment in their instruction and with grading

Sep 14, 2020 to May 28, 2021 - Admin

Conduct EOY survey to gather formal feedback on CFU Bi-Weekly Assessment protocol from all teachers

May 17, 2021 to Jun 04, 2021 - ILT

Review and possibly change DuBois' current Grading Scale

Jul 06, 2020 to Aug 28, 2020 - ILT

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.

Student data from district wide assessment reveals low attainment trends across grade levels in both core subject areas; reading and math. The 5-Why protocol allowed teachers to engage in a root-cause analysis to expose why achievement gaps are present and how to address accordingly. Probing questions to promote discussion that are data-based assisted in determining professional development needs and structures that meet the needs of all students were designed during teacher team meetings (TTM) and the instructional leadership team (ILT).

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

One approach to school wide reform is to design a well structured Tier II academic support system that is data-based and authentic for all students. Progress monitoring helped to inform effectiveness of customized support sessions. Some sessions happened within the content area?s instructional block while others happened during after school hours with content specialists in Reading and Math.

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.

There are several research proven strategies that are a norm across grade levels and content areas. Teachers execute best instructional practices such as the Gradual Release of Responsibility (GRR). This instructional strategy allows students to observe explicit modeling and be gradually released to independence, but not before given the opportunity and supports to engage in student-to-student discourse with supports. Students are expected to perform with their peers, make important connections and constructively struggle. Students who are not always able to receive supports that extend from their home are given multiple opportunities for success via implementation of a system of support known as Multi Tiers of System Supports (MTSS). Teachers provide additional teaching to those who need an extra layer to ensure every student?s needs are met.

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).

At DuBois ES, 95% of students are considered low income. Students require support systems that are in place to ensure success for everyone, regardless of his or her economic status. There is a full time counselor who manages the STLS (students in temporary living situations) program for students;

uniforms, bus cards and fee waivers are provided. The counselor heads the college and career program through the NAVIANCE online tool for our middle school students. In addition, the Youth Intervention Specialist along with the counselor facilitates group sessions where students are provided coping strategies to be utilized during difficult situations using Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS).

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

The administration team intentionally stays informed of job affairs where we have been successful in attracting highly qualified candidates. Most importantly, our campus has been abnormally successful in retaining a very talented and qualified staff; most are recipients of multiple degrees and endorsements including national teacher accreditations.

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

Professional development is aligned with data trends and teacher observation sessions. In addition, DuBois teachers attend professional development series that are offered by the network support team. Parents are surveyed to ensure teachers are providing adequate communication and support so that students thrive beyond the classroom.

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

Parents are urged to participate during cycled parent conferences so they are aware of ways to understand how their student is performing. Through the partnership with Youth Guidance, schoolwide events are held specifically to promote student participation and partnership; Dad and Me Basketball, Daddy Daughter Dance, Assembly productions, Open House, etc. Additional events such as Family Literacy Night and STEM Night are events that promote parental involvement.

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.

DuBois partners with BPI and the Altgeld-Riverdale Early Learning initiative, which BPI launched in 2012. The initiatives include Early Language Development, Preschool Enrollment, PreK-Kindergarten Transitions, and Kids Science Labs. During the summer right before a student enters kindergarten, Step Up to Kindergarten is facilitated by a certified primary teacher. This pathway is designed to prepare preschool students for the elementary school experience along with ensuring foundational skills are ready for the next grade.

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.

Prior to the start of a new year, an assessment survey is given to promote discussion around alignment and validity of an assessment platform. The foundational consensus is that the assessment is given to students on a cycle to progress the effectiveness of student attainment and in alignment with the school?s scope and sequence. Typically, teachers agree that the assessment should be given across grade levels, in core subjects and at least every ten weeks.

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.

One of the areas of focus includes the implementation of data-based small group instruction. There are intentional learning activities and structures to ensure students who were unable to master the content during whole group will celebrate mastery after receiving tiered supports from the teacher. In addition, grading practices have been put into place to ensure students are provided multiple opportunities to complete expected work for final grade issuance.

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.

Establishing key partnerships has been an effective way to integrate programming that supports students and their families. For example, Youth Guidance coordinates workshops to support the surrounding community with nutrition programs (Cooking with Fenger HS) and fitness education (Zumba sessions). The school counselor has been key in managing student participation in a program known as Naviance. This programs allows students to begin designing their path to college and career readiness. A unique feature is implementation success is that the student?s profile follows them all the way through high school.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

During monthly PAC meetings the PAC members, school leadership, and attending parents will review NCLB, Title I school parental involvement plan and policy while determining if any revisions are needed along with improvement.

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

Parents will be provided information about Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet during Open house that is held in September of each school year, during each parent teacher conference that is held November and April of each school year.

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 suggestions from parents arise they will be addressed within a reasonable time frame (one day-one week) depending on the suggestions.

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.

Once the school has received district clearance to distribute state assessment results parents will receive this information during the November parent teacher conference. For the parents who do not show up for the November conference, parents will be contacted and asked to meet with school personal (teacher, counselor, or administration) to review their child's results. The last resort will be for assessment results will be mailed to the home with a letter explaining the results.

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

Parents will receive the state issued notice to parents that informs them that their child's teacher is not "highly qualified".

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

Parents will be provided with information during Open house that is held in September of each school year, during the each parent teacher conference that is held November and April of each school year, as well as upon request.

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.

DuBois will offer Literacy and Math nights twice per school year. Parents are welcome to technology training during parent teacher conferences as well as
upon request for training.

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.

DuBois will seek assistance from the "FACE2" network support personal for assistance in achieving this goal.

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.

Correspondence will be mailed home, information on the school's website and marque will be posted, DuBois will also host a back to school night to encourage early learning. DuBois has established a relationship with the neighboring apartments complexes to encourage back to school and early enrollment.

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.

Correspondence will be communicated in the language spoken by the parents of the students who attend our school, English and Spanish.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<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>**

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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.)

DuBois School's mission is to partner with our students to master the Common Core State Standards, a rigorous curriculum that fully prepares them for college and career success. Our students also engage in the arts through technology, world language, dance, theater, visual arts and music.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

There will be:
? 2 Goal Setting Parent/Teacher Conferences (September and February)
? Parent/Teacher Conferences during the 5th, 15th, 20th, and 25th Weeks
? Parent/Teacher Conference during Report Card Pick Up (10th and 30th Weeks)

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 On Track notices during the 5th, 10th, 15th, 20th, 25th, 30th, and 35th weeks of school. If a child is OFF track, teachers will request a parent/teacher conference to discuss the student?s progress.

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

DuBois? teachers are available to meet parents by appointment before school, during their lunch and/or prep, and after school.

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.

During registration and Open House, parents will be offered a volunteer packet. They will be invited to volunteer for field trips, lunch/recess, and school activities. Teachers will invite parents to participate and observe classroom activities at least 4 times a year. If parents accept the invitation AND complete the volunteer process, their child will receive up to 100 extra credit points per quarter.

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

Parents can assist learning by ensuring their child attend schools everyday by 7:55am, monitor homework completion and help if needed, check parent portal at least once a week, form a positive rapport with teachers, and make sure their child gets adequate rest.

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

Parents can call, email teachers/administrators, or visit the school.

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 can assure academic achievement by having excellent attendance, being prepared for class (completing assignments, projects, and homework), positive attitude, willingness to learn, setting goals and working hard to achieve the goals,

Parent Budget (Complete)

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

Parent/Teacher Conference in April 2020, we planned to conduct a survey to ascertain Parents needs. Due to the pandemic, we weren't able to conduct the survey during Report Card Pickup. We modified the way we're collecting data. Based on our data, it was determined the greatest need for our parents is becoming computer literate. We will send a sign up sheet in September of 2018. Our goals is have at least 50 parents to sign up for technology training. We were advised to allocate the entire budget to supplies until school reopens.

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

Account(s)

Description

Allocation

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.	$1929.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00

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