

Marcus Moziah Garvey Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/29/2020	Anderson, Adams, Harris, Hopps, Abioro, Martin, Guidry	SEF
02/12/2020	Anderson, Adams, Harris, Hopps, Abioro, Martin, Guidry	CIWP Priorities
02/18/2020	PAC/Parents/Principal/AP/Counselor	CIWP Parent Plan

Date	Participants	Topic
02/26/2020	Anderson, Adams, Harris, Hopps, Abioro, Martin, Guidry	CIWP Priorities
03/11/2020	Anderson, Adams, Harris, Hopps, Abioro, Martin, Guidry	CIWP Goals/Strategy/Action Item
04/27/2020	Anderson, Adams, Harris, Hopps, Abioro, Martin, Guidry	CIWP Action Item Strategy & Action Item Revision
05/13/2020	Anderson, Adams, Harris, Hopps, Abioro, Martin, Guidry	Parent Plan
05/27/2020	Anderson, Adams, Harris, Hopps, Abioro, Martin, Guidry	CIWP Review

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Marcus Garvey administration, teachers and staff are invested in the success of the school and community. All stakeholders are involved in the

decision making for the success of the school. As a team, we work together to create a shared vision with all stakeholders. During our back to school parent night, we share the school website with parents to provide them with information around our school vision, mission and initiatives. Data is shared with parents as well as strategies for improvement. Our professional developments are teacher led. Teachers share their expertise and knowledge with each other from professional developments they have attended. All teacher leads participate in the CPS Summit to establish school-wide and cycle team goals. All teachers implement the Network priorities and participate in cohesive planning among cycle teams. Our goal is to ensure that all students are at the 70th percentile in reading and the 72nd percentile in math. We offer extended day programs in reading and math for all learners to raise academic achievement. Marcus Garvey has established a clear theory of action that outlines strategies to improve student outcomes. Students are being prepared to succeed socially and academically and are provided with the necessary tools to achieve college and career readiness. We have established a culture of social and emotional support for students. We insure our students have the supports necessary to develop social and emotional skills essential to success in a global society. According to the My School Voice Survey Garvey's Culture and Climate is Well Organized. We have strong effective leadership and collaborative teachers.

- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Marcus Garvey engages in weekly cycle team to review classroom practices, strategies and school-wide initiatives. Our goal is to continually monitor implementation of continuous improvement cycles to ensure teachers are using new strategies and practices that have been provided to improve student outcomes. Teachers receive one on one coaching from administration, literacy and math coach on a weekly basis. Administration conducts daily walk-through and provide teachers with real time feedback and next steps for improvement. The Instructional Leadership Team meets bi-weekly to build the capacity of teacher teams and equip teacher leaders to facilitate initiatives that will improve learning for all students. The ILT reviews data which includes district assessments, interim assessments, attendance and on-track data that creates next steps for improvement.. The ILT and teacher teams use Multi-Tiered Support Systems to ensure that students are receiving the necessary interventions for academic and social growth. The intervention menu is revised when need to meet the needs of students. Teachers and staff participate in professional development focused on

current student data. Administration monitors the outcome of the professional development to ensure that teachers are implementing strategies with fidelity. Teachers participate in on-going professional development school-wide, by cycle teams and through the network. All new teachers are provided with a mentor who is skilled and open to collaborate and coach them. Teachers are provided a yearly professional development plan that meets the needs of teachers school-wide and by cycle teams. Teachers also have the opportunity to participate in individualized professional development bases on their particular needs. Administration ensures that school scheduling is designed to effectively maximize instructional time by abiding by CPS Instructional Time Guidelines to maximize instructional time in all subject areas, including a daily two-hour non-interrupted literacy block. Teachers adhere to daily agendas, and follow the Optimal Learning Model. Marcus Garvey's budget is allocated based on student needs and specific priorities. We have an interview team that interviews new staff to ensure that teachers are strategically assigned to grade levels and content areas to create a balanced team with a variety of strengths. Marcus Garvey has established partnerships with community organizations which include Communities and School, Nature Museum, Field Museum, Museum of Science and Industry and Prayer and Faith Ministries. Through these partnerships students are able to participate in a variety of programs incorporating social emotional learning activities as well as fine arts. Garvey's LSC is actively and productively involved in support students academically and SEL initiatives to improve the school climate. Garvey campus is clean, warm and inviting. Positive authentic student work samples are displayed throughout the building. The schools vision and mission is posted to remind all stakeholders of the school expectations.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** The curriculum programming at Garvey ES is aligned to the Common Core State Standards and the ISBE Social Emotional Learning Standards. When considering resources for the instructional program, the Instructional Leadership Team vets materials that will best serve our student population. The ILT takes into consideration our learners, curriculum alignment, relevance, and rigor. Teachers implement the Scholastic Guided Leveled Reading Series in English Language Arts (ELA). To further differentiate instruction, teachers use multiple educational technology tools such as Lexia, Learning A to Z, and Raz-Kids. These adapted learning programs allow for students to learn while the teacher supports other learners. The ELA class is also supported by Scholastic Magazine Series. These informational texts push teachers to discuss current events to students, while teaching reading strategies. These magazines include Scholastic News, Junior

Scholastic, Science World and Upfront. Each classroom also is supported by a classroom library. Libraries are leveled by reading lexile levels. In the Mathematics classroom, teachers implement the Envision Math Series. This series is also aligned to the CCSS. To support the math curriculum, teachers use Dreambox Learning and Khan Academy to differentiate learning. All classrooms are equipped with technology devices and manipulatives. Our curriculum is rounded off with our implementation of Second Step in each classroom. Teachers provide students with lesson using Second Step weekly. This program is aligned to the ISBE Social Emotional Learning Standards.

- 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
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Our instructional program and delivery begins with the high expectation that all students can learn and will learn. At Garvey ES, most teachers have a high expectation for our students and believe that all students will be successful. Teachers engage students in goal setting conferences quarterly. In these conferences, teachers and students set goals for the quarter around ELA, Math, and SEL. When planning instruction, teachers backwards map using the CCSS and the Curriculum Map designed by our Network Team Instructional Team. Teachers plan daily lessons with the Gradual Release of Responsibility at the forefront of the planning process. Teachers implement Kagan Collaborative Structures in their lessons and in the delivery of lessons. These structures allow for collaboration amongst students during ELA and Math. To further support the planning process, teachers discuss best practices during Teacher Team Meetings. In this space, teacher collaborate, share ideas, and create solutions to deepen their understanding of how best to teach a specific standard or concept. Teachers use student data from assessment to plan next steps and reteaching. Instruction is differentiated. Teachers plan small group instruction to meet the academic needs of students. These groups are aligned to where students are academically. In some instances, teachers meet one to one with students to reteach skills. Teachers also provide interventions to students who are need intensive support. Teacher regularly track and monitor student performance. Teachers also set goals and confer with parents around Behavior, Attendance, and Grades.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 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
- 2 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Marcus Garvey uses a variety of resources to create assessments that measure student learning. Through weekly cycle team meetings and bi-weekly ILT meetings we discuss and monitor progress of learning. We continue to work with teachers on understanding the data and how to effectively use the data to respond to students needs. Administration continues to work on investing in resources that help and improve the quality of assessments. We continue to monitor improvement for students in all tiers. We are currently using Edulastic to create interim assessments for all grades. Teachers are creating their assessments according to the Standards and scope and sequence. From, this teachers are using their data to plan their small group instruction. We have a school wide grading policy that clearly monitors and fairly communicates the progress of student learning. Grade books are monitored bi-weekly and students are given multiple opportunities to redo assignments. We have implemented bi-weekly BAG reports to assist in keeping our students on track.
- 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)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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:** Marcus Garvey has implemented behavioral and academic MTSS through our BHT and MTSS teams. All staff have been provided with ongoing professional development to continue to enhance their knowledge of the MTSS process. Parents are informed that their child is receiving MTSS interventions. General Ed teachers share their plans with the Diverse Learner teachers to ensure that we are providing meaningful instruction and interventions for all stakeholders. Data from both district and classroom assessments is analyzed and used to drive small group instruction. Teachers and admin frequently review and use On-Track data to target students for intervention. Through bi-weekly meetings, the Behavioral Health Team (BHT) manages the referral and assignment process for Tier II and III social-emotional interventions. The team assigns students to age appropriate evidence-based interventions, tracks their effectiveness, and relays progress data to all relevant stakeholders. The BHT and SEL teams also work to develop and maintain a variety of community partnerships to best meets student needs at Tier II and III levels. Teachers in all classrooms embed social emotional learning into content areas, using Calm Classroom and Second Step curriculum for direct SEL instruction.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Marcus Garvey school team focuses on promoting a college and career environment, where students are engaged in meaningful conversations and activities that will allow students to have a smooth transition to the next grade level, including transition from 8th grade to high school. All middle school students work with the school counselor on learning how to track and calculate their GPA and set goals and plan for the high school they would like to attend. (success Bound). Students are encouraged to monitor their own grades and academic achievement on the NWEA Assessment. Additionally all students in grade 6th-8th complete task in Naviance. The counselor also provides weekly support to middle school students about transitioning to high school. Eighth grade students participate in high school fairs, shadow days and have the opportunity to visit colleges and universities. Marcus Garvey students devote one quarter of the school year to researching colleges universities. All grade levels participate in a culminating celebration of their research by designing classroom presentations of a college or university of their choice. Students also participate in a yearly Career Day.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Although relational trust is an area in which we thrive, adults and staff continue to work to become better daily by building relationships. Overall, students participate weekly in our Monday Mentoring Program, where students meet with an adult staff member and discuss monthly character traits. This weekly opportunity with their adult mentor allows for students to discuss openly their ideas and feelings about current events and the pressures of life. In this time, students and adults set goals for the week, quarter, and year. Teachers also engage students in teachable conversations around social emotional learning practices. They also are required to identify SEL time on the Time Distribution for the week. Each teacher is required to teach SEL for at least 30 minutes and embed SEL into their daily instructional lessons. Many students stay after-school and continue to build relationships with staff member who choose to stay after school and provide learning in extracurricular activities. During moments of stress, our School Counselor provides one to one and group supports to students. The counselor also reaches out to outside providers for crisis when necessary. There is trust amongst teachers and staff. This trust exhibits itself during teacher team meetings. Teachers are called on to lead Teacher Team meetings, as well as the Instructional Leadership Team meetings.
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Students in grades Pre-Kindergarten through 8th Grade are administered surveys two to three times per year to gauge how they are feeling about the school learning environment. Students are asked question such as what kind of activities would they like added to the school climate. This feedback is analyzed by the staff and then put into practice within the school learning environment. We have recently began to develop leadership habits in our students through The Leader in Me program, which calls on students to identify their gifts and talents and propel those into leadership. Student leaders partner and participate in the WE Day celebration yearly, which highlights the work that students do throughout the year to give back to the community.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- 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:** Physical and Emotional Safety is an area that is strongly emphasized at Garvey ES. School procedures and routines are posted in each hallway, classroom, cafeteria, and restrooms. Students collaborate with teachers to develop the classroom procedures and expectations. Staff is responsive to meeting students' needs. School-wide structures are in place for reporting student behaviors and concerns. Adults consistently monitor student behaviors and build relationships by greeting students and inquiring about their well-being. Garvey ES has a Social Emotional Learning Team that is comprised of teacher and staff leaders who are committed to the social emotional well being of Garvey students. This team discusses the overall school culture and climate and creates solutions with students always at the center of the conversation.
- 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** At Marcus Garvey, we believe that the core of teaching and learning is teaching the whole child. This means we are first driven to meet students where they are emotionally and build students' identify and self-awareness. To achieve this, our staff provides weekly lessons using Second Step in social emotional learning to students. They also embed SEL in the daily instruction and use Calm Classroom to teach students self regulation skills. Intensive supports are provided by our outside partners and the School Counselor. The Counselor and Teachers have designed protocols around referring students for behavioral supports such as one to one interventions, check-in-check-out systems, restorative practice groups, etc. The Behavioral Health Team manages the referral and intervention process for all Tier II and III social emotional interventions. Alternatives are always given before even considering suspension. Our administration team recommends and provides supports and resources to parents and families.
- 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)

- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Garvey ES appreciates our parents voices. We value their support and are committed to ensuring their child's success. Parents have a wealth of avenues in which to share their voice, give back to the school, and learn all the happenings at Garvey. At the beginning of the school year, parents are given a Parent Handbook that details all they need to know about the school. Monthly, parents engage in a Parent Tea Talk, where parents come and learn what is new at the school, discuss data, conduct walkthroughs and offer ideas. Through this meeting, our Parent Advisory Committee (PAC) has grown tremendously and parents feel welcomed and involved. The Local School Council (LSC) is active at Garvey ES, offering support and suggestions that will help make us stronger together. Family Nights, Dances, and Field Trips are scheduled throughout the year to build the community and forge relationships between staff, parents, and students. Parents are regularly updated on the latest news at Garvey ES through the Monthly Garvey Newsletter, the Monthly School Calendar, and the new and improved Garvey Website. Teachers communicate pertinent information to parents using ClassDojo or via email. Teachers reach out to parent via phone every five weeks to communicate positive and areas of improvement for their child. Together they set goals and believe that anything can be achieved. Parent have access to parent portal through ASPEN and are given a BAG (Behavior, Attendance, Grades) Report every five weeks. Parents are also given an On Track or Off Track Data form monthly. This form explains to parents if a student's data is On Track (meeting 2.5 GPA and attendance above 95%) or Off Track (below 2.5 GPA and attendance below 94%). Parents receive letters if their child receives intervention supports and teachers regularly update parents on their child's progress. Parents of students with excessive absences, are called daily and encouraged to send their child to school. The administration team conferences with parents to create an action plan to make sure students are in school, everyday. We also are a strong partner with Communities in Schools, who partner with Garvey ES to provide supports for parents, students and families.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	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: 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	3

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	Mathematics growth for 3rd-8th students
Root Cause 1	Lack of core understanding of the mathematical practices and Math CCSS.
Area of Critical Need 2	Mathematics attainment for 2nd-8th students
Root Cause 2	Teaching methods do not transfer to student learning or mastery of skills.
Area of Critical Need 3	Academic and Social Emotional Learning supports for Tier 2 and Tier 3 students in Kdg. - 8th grades
Root Cause 3	Lack of comfortability with providing small group or one-to-one interventions.

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 - Math (Grades 3-8) Garvey students are currently performing far below the National Growth of the 50% percentile. This metric was selected due to the lack of increase of math growth in grades 3rd-8th grade. Our students are currently at 10%ile. Our goal is for at least 50%ile of our students to meet their growth target by the 2020-2022.	African American		40.00	50.00
	Students with IEPs		40.00	50.00
Vision: NWEA Attainment G2-8 (Math) This metric was selected due to our continued focus on mathematics instruction at all grade levels. It is important to identify math attainment levels for grades 2nd - 8th, as it identifies the percent of students actually at grade level.	African American		35.00	40.00
	Students with IEPs		35.00	40.00
Vision: NWEA Attainment G2-8 (Reading) This metric was selected because we would like to see our students in grades 2nd-8th grade meet or exceed the attainment standard in Reading.	African American		56.00	61.00
	Students with IEPs		30.00	45.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey According to the 5 Essentials, My Voice My School Survey, we are rated Well Organized. Garvey is strong in effective leaders, collaborative teachers, involved families and ambitious instruction.. However, we are weak in supportive environment, which is an area of concern that we will work on				5.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
improving. We will continue to obtain "Well Organized".					

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...	create teachers? professional learning that includes structures, milestones and success indicators to monitor the new knowledge
Then we see...	teachers planning and executing high-quality and explicit instructional learning plans that are designed to meet students' individual needs
which leads to...	deep student engagement and mastery of the progression of the Common Core State Standards for ELA and Math and reaching 50th%ile growth in Math and 55th%ile growth in Reading.
Budget Description	We will partner with ELA and Math consultants to provide one on one coaching for teachers and they will assist with the Professional Learning of our staff. An extended day program will be offered which will target Tier 2 and Tier 3 students Use Local funds (115) for professional consultants Use Local funds (115) for Extended Day buckets for after school math and ELA instruction
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Implement and sustain on-going, professional learning (coaching/peer learning opportunities) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Analyze data in ELA and Mathematics with ILT and Grade Cycle Teams <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Continue conversations on planning content delivery with PD providers in ELA and Mathematics

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop PD that is targeted to individual teachers, teacher teams, and/or whole school <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Quarterly check in on PD plan. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Survey whole school on the effectiveness of the PDs provided <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Observe and provide feedback to teachers around PD implementation. <p>Tags:</p>
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Strategy 2

If we do...	create systems and structures for teachers to collaborate and work as teams of teachers to plan and monitor targeted student support with varied instructional strategies and SEL support for all students
Then we see...	.teachers use the Problem Solving Process with fidelity as they plan and implement Tier 2 and 3 instruction and interventions
which leads to...	.an increase in student's growth and attainment in ELA and Math and reaching 50th%ile growth in Math and 55th%ile growth in Reading.
Budget Description	We will use Local (115) Funds to provide Professional Learning in MTSS and student interventions.
Tags	MTSS, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Create an easy to use document to track student scores at the time of MTSS entry and to progress monitor scores throughout the intervention <p>Tags:Instruction</p> <ul style="list-style-type: none"> (Not started) Provide teacher training in using student MTSS entry scores and progress scores to choose appropriate intervention tools and strategies. <p>Tags:MTSS: Fidelity of Implementation</p>

	<ul style="list-style-type: none"> • (Not started) Train all teachers and staff on referrals to the Behavioral Health Team and necessary measures that must be completed prior to Teir II and III interventions. <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Set aside intentional time for MTSS progress monitoring and follow up with MTSS Lead during cycle team meetings. <p>Tags:</p>
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Strategy 3

If we do...	Design systemic and equitable structures that employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions
Then we see...	teachers respond equitably to students in all subgroups and implement with fidelity processes that address and meet the needs of students who are impacted by behavior incidents
which leads to...	moving from Weak in Supportive Environment to Very Strong in Supportive Environment on the 5 Essentials.
Budget Description	Use Local Funds (115) for professional learning for teachers and staff.
Tags	Supportive and Equitable Approaches to Discipline
Action steps	<ul style="list-style-type: none"> • (Not started) Establish a committee who will develop a school SEL Discipline Tool that will measure equitable instructional practices <p>Tags:OSCPA: Social/Emotional Support</p> <ul style="list-style-type: none"> • (Not started) Meet with committee to begin to developing SEL Discipline tool. <p>Tags:OSCPA: Social/Emotional Support</p> <ul style="list-style-type: none"> • (Not started) Develop Discipline Tool. Begin to test tool on varying grade levels. <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> • (Not started) Revise tool. Begin to establish student voice committee. Student Voice Committee to provide insight on the tool. <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> • (Not started) Provide parents with information on the new equitable discipline protocol.

	<p>Tags: Supportive and Equitable Approaches to Discipline</p> <ul style="list-style-type: none"> (Not started) Monitor quarterly use of tools and integration of Equitable practices in instruction <p>Tags:</p>
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Action Plan

Strategy 1

Implement and sustain on-going, professional learning (coaching/peer learning opportunities)

Aug 26, 2020 to Nov 05, 2020 - Admin Team

Continue conversations on planning content delivery with PD providers in ELA and Mathematics

Aug 26, 2020 to Feb 04, 2021 - Admin Team, ILT,

Develop PD that is targeted to individual teachers, teacher teams, and/or whole school

Aug 26, 2020 to Nov 05, 2020 -

Quarterly check in on PD plan.

Aug 26, 2020 to Jun 22, 2021 - Admin Team,

Survey whole school on the effectiveness of the PDs provided

- ILT, Admin

Observe and provide feedback to teachers around PD implementation.

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Analyze data in ELA and Mathematics with ILT and Grade Cycle Teams

Sep 28, 2020 to May 28, 2021 - ILT, Teacher Teams, Admin

Strategy 2

Create an easy to use document to track student scores at the time of MTSS entry and to progress monitor scores throughout the intervention

Jun 08, 2020 to Aug 28, 2020 - Admin Team

Provide teacher training in using student MTSS entry scores and progress scores to choose appropriate intervention tools and strategies.

Jun 08, 2020 to Sep 30, 2020 - Admin Team

Train all teachers and staff on referrals to the Behavioral Health Team and necessary measures that must be completed prior to Teir II and III interventions.

Jul 06, 2020 to Apr 30, 2021 - Admin Team, ILT

Set aside intentional time for MTSS progress monitoring and follow up with MTSS Lead during cycle team meetings.

Sep 14, 2020 to May 28, 2021 - Admin Team, ILT

Strategy 3

Establish a committee who will develop a school SEL Discipline Tool that will measure equitable instructional practices

Sep 21, 2020 to Oct 09, 2020 - Admin Team

Meet with committee to begin to developing SEL Discipline tool.

Oct 12, 2020 to Oct 30, 2020 - Admin Team

Develop Discipline Tool. Begin to test tool on varying grade levels.

Nov 02, 2020 to Nov 27, 2020 - SEL Team

Revise tool. Begin to establish student voice committee. Student Voice Committee to provide insight on the tool.

Dec 01, 2020 to Dec 18, 2020 - SEL Team

Provide parents with information on the new equitable discipline protocol.

Nov 02, 2020 to Nov 27, 2020 - Admin, SEL Team

Monitor quarterly use of tools and integration of Equitable practices in instruction

Oct 01, 2020 to Jun 18, 2021 - Admin, SEL Team

Fund Compliance

ESSA Program

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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.

[X]

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The chairperson of the LSC/PAC will partner with the administration to develop a strategic plan for increasing parental involvement. Parents will participate in the planning of the parental and family engagement plan and policy and the process of the school review and improvement. Parents are encouraged to participate in the monthly Parent Tea Talk with the Principal, and attend school events which include Open House, Science Fairs, Assemblies and Literacy and Math Nights. Parents can also provide their feedback and suggestions through surveys and emails. Virtual parent meetings will be held if needed to keep parents informed.

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

Garvey's annual and organizational meeting will take place in September to inform parents of the school's participation in ESSA, Title 1 programs and their requirements and their right to be involved. In addition parents will be invited to participate in monthly meetings with the Principal, PAC, Science, Literacy and Math Nights, and Report Card Pick Up. Parents are also encouraged to become volunteers so they can participate in school activities and field trips. Additional topics such as Parent Portal, Promotion Policies and assessments will be discussed at the quarterly grade level parent meetings. Parents will receive communication through monthly calendars, email and Class Dojo.

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.

Garvey is open to parents/guardians and community participation and suggestions. We hold monthly Tea Talks, PAC meetings for parents to share suggestions and to participate in learning more on how to assist their child in the educational process. Parent's suggestions will be discussed and implemented if possible. In the event that parents need additional information we will schedule meetings in a timely manner.

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.

Parents will be notified of their child's performance on DW assessments when they become available. Communication will be sent home inviting parents to come to the annual State of the School address where they will be informed about the school-wide results and receive their child's individual results. At the parents request teacher's will schedule meetings to discuss students's individual result and goal setting for the year.

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

The Right to ASK (RTA) policy will be adhered to. A letter that defines the teacher's status will be mailed to the parents at their request.

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.

All parents/guardians are invited to grade level meetings where they will learn about the Common Core State Standards. Parents will have the opportunity to participate in workshops where they can receive assistance in becoming more knowledgeable about expectations and how to better monitor their child's progress.

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.

Parent meetings will be held where parents can participate and be engaged in hands on activities with their child. Monthly Parent Tea Talks are held so that parents can be involved. Topics to be discussed include technology, assisting your child in Literacy, Math and Science at home. Parents will also receive training on Parent Portal and weekly Behavior, Attendance, and Grade (BAG) reports will be sent home weekly. Parents will be notified of any programs that begin at Garvey.

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.

Garvey has an open door policy. Teachers are encouraged to develop relationships with parents and ensure that they are providing the necessary resources that parents may need. Our expectation is that teachers communicate with parents at least once every two to three weeks. Administrators are available to conference with parents. Each cycle will host a parent meeting so they are aware of what their child is responsible for knowing at each grade level. Parents will also receive quarterly feedback about their child's progress.

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.

Marcus Garvey has two full day Pre-Kindergarten classrooms. Administration will coordinate and quarterly activities with the Pre- School Teachers to ensure that the vision of the school is being aligned and implemented for kindergarten readiness skills. Parents are encouraged to attend field trips and a variety of activities throughout the year.

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.

All information sent home will be reader friendly and include contact information if additional information is needed. Letters are sent home in a two way communication format. This allows parents to read, sign and return the forms. This helps with communicating with parents. High level information is sent via certified mail to parents and outgoing messages are provided through the phone system. We have a school website that provides parents with key information and classroom teachers send out messages through class Dojo.

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.)

Marcus Garvey School is dedicated to educating the whole child by providing each student with a quality education with a focus on academics and social emotional learning. With the implementation of engaged learning experiences and differentiated instruction, our staff is committed to ensuring that we provide a rich learning environment that meets students' needs, uplifts their community, and celebrates success. We will ensure that our staff is being provided with professional development that will increase their knowledge to ensure that they are meeting the needs of every child in this ever changing society.

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

Parent-Teacher conferences are held in November, and April at the end of the first and third marking periods and as needed. Parents are encouraged to come out to discuss their child's progress. Other conferences are scheduled throughout the year as needed by administration, teachers and parents.

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 are updated weekly on student progress weekly via the online Gradebook, BAG Reports and communication from teachers. Additionally, parents will receive progress reports every five weeks.

Teachers make phone calls home and send letters as needed. A child never receives a failing grade without an attempt to contact a parent. Garvey practices an open door policy as long as it is not during instructional time.

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

Parents are allowed to request a conference with teachers based on a mutually agreed time between teacher and parent.

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.

Marcus Garvey School welcomes parents to volunteer. Teachers will send letters home when volunteers are needed in the classroom. If parents would like to volunteer, they may request a volunteer day. All parents volunteers must complete the CPS volunteer application and follow the required procedures.

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

Marcus Garvey's parents are viewed as partner in the classroom. Teachers require parents to sign off on their child's homework and assist with other projects for example science fair. Primary students take home books nightly which they read to parents or are read to. If a student is absent parents are required to provide a written note.

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 may call the school at anytime if they have any questions or concerns. If a child requires an evaluation, they may speak with the Case Manager. A letter is sent home to parents if their child is receiving Tier II and Tier III supports or needs to be evaluated. All meetings are held in privacy.

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).

Marcus Garvey students will continue to control their learning through class participation, good attendance, positive attitude, and self-control. Some students may have to complete a teacher/student contract with a parent signature. Students are responsible for monitoring their own data from NWEA from Spring to Winter and Winter to Spring. Students goal set with their teachers.

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.

Marcus Garvey has a Parent Engagement room where parents come for monthly meetings and workshops on ways to assist them in increasing their student's academic achievement. Parents learn how best to assist their students at home and to better understand the NWEA data and preparing their student for high school and beyond. These workshops are throughout the school year.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$200.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$300.00
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)	\$1100.00
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.	\$164.00
53306	Software Must be educational and for parent use only.	\$0.00

55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00
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