

Virgil Grissom Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/22/2020	Sweeney, Salazar, Nevarez, Baeza, Pidrak, Tyll, Slamkowski	CIWP team composition, evaluation of the School Excellence Framework criterion
02/05/2020	Sweeney, Pidrak, Tyll, Slamkowski, Nevarez, Johns, Gaeta, Sweeney, Salazar, Baeza	How to get student input, review of CIWP evaluation, Root Cause Analysis
02/19/2020	Sweeney, Slamkowski, Baeza, Salazar, Gaeta, Nevarez, Pidrak	review of Network 13 Instructional Core Walk findings, input from students on how to improve the school, consideration of alternative strategies
02/20/2020	Salazar, Nevarez, Baeza, Sweeney, Sam Alnemri, Torrejon, Daisy, Gomez, Ralich	discussion of the school's greatest needs, root causes, and implications for inclusion in the CIWP
02/20/2020	Sam Alnemri, Irma Alnemri, Sweeney, Baeza, Hernandez, Camarillo, Contreras, Daisy	discussion of the school's greatest needs, root causes, and implications for inclusion in the CIWP
03/04/2020	Nevarez, Baeza, Johns, Gaeta, Tyll, Sweeney, Pidrak	student input, root cause analysis
04/15/2020	Johns, Tyll, Sweeney, Slamkowski, Gaeta, Nevarez, Salazar	discussion of strategies
04/16/2020	Sweeney, Milenkovic, Sam Alnemri, Baeza, Salazar, Torrejon, DAisy, Gomez, Nevarez	review and approval of complete CIWP draft

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 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:** Grissom School has mechanisms and processes in place to address all seven areas for continuous improvement, but there is room for improvement, especially with respect to setting direction and purpose, inspiring a culture of collective responsibility for all students, and employing skills to effectively manage change.
- 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
 - 4 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
 - 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
 - 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Improvement efforts should focus on engaging in ongoing inquiry for improvement, building teacher team capacity for problem solving, and monitoring of SEL by the LSC.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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:** SEL needs to be taught more systematically and consistently across grades, and we need to upgrade text and materials in some areas, especially primary and middle grade social studies, SEL, and reading in some grades. Also, we need to reassess the use of Compass Learning as a computer program in the curriculum for reading and math.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 3 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
 - 4 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:** There is room for improvement in creating a culture of high expectations, engaging student in learning, use of questioning and discussion techniques, and adjusting instruction to meet student needs. There is substantial room for improvement in service to ELs.
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Leadership team is still working on effective ways to monitor school assessment.
- 4 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS Tier 2 and 3 services are well planned and operating effectively. Any Tier 1 areas of concern can be addressed in other parts of the CIWP, eg, Curriculum and Instruction.
- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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:** A good system is in place to help upper grade students explore careers and prepare for high school, the school needs a career exploration/readiness program for primary and middle grades.

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:** Grissom has taken significant initiatives to foster respectful and supportive student-student and student-staff interactions, and to foster trust

among staff and between staff and administration, but there is room for improvement in all three areas.

- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Based on the criteria, school does not do much with respect to exercising student voice, students taking informed action, and establishing a schoolwide civics culture.
- 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:** There is some room for improvement with respect to ensuring that students and adults feel safe in the school, and with orderly transitions between activities.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** While the school is on the right track, effective discipline is a work in progress, and there is room for improvement in the instructive, restorative and supportive areas.
- 4 - Family & Community Engagement
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 4 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)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** School should explore opportunities for more events to engage families, but on the whole, this is an area of strength for Grissom School.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	2
3	Quality and Character of School Life: Relational Trust	3
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	4
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Quality and Character of School Life: Family & Community Engagement	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	Poor academic achievement among low growth/low attainment students and Els
Root Cause 1	Insufficient connection of targeted students with needed programs.
Area of Critical Need 2	Insufficient academic growth among low level and high-level students
Root Cause 2	Insufficient differentiation, both upward and downward, quantitatively and qualitatively
Area of Critical Need 3	Conflicts and abusive behavior among students
Root Cause 3	Poor conflict resolution skills, emotional disconnect among students
Area of Critical Need 4	Disruptive behavior among students, inside and outside of class
Root Cause 4	Low buy-in to importance of a quality education, low empathy for the needs of other students
Area of Critical Need 5	Low task complexity, insufficient discourse in classrooms
Root Cause 5	Insufficient examination of task complexity, low prioritization of student discourse by teachers

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) School's overall reading growth is near the middle of the national distribution; higher growth would show meaningful progress. EL	Overall		55.00	60.00
	EL		43.00	53.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
growth is below average and needs to improve.				
SQRP: National School Growth Percentile - Math (Grades 3-8)	Overall		62.00	70.00
School's math growth is near the middle of the national distribution; higher growth would show meaningful progress. EL growth is below average and needs to improve.	EL		50.00	60.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8)	Overall		82.00	85.00
Reading attainment, based on national norms, is an excellent measure of student progress.	EL		50.00	55.00
SQRP: National School Attainment Percentile - Math (Grades 3-8)	Overall		82.00	85.00
Math attainment, based on national norms, is an excellent measure of student progress.	EL		50.00	55.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	Overall		40.00	50.00
Els' low proficiency rate, as measured by the ACCESS test, is a major concern.	EL		40.00	50.00

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 The school was deficient in a number of key areas, but is working on improvement. Our goal is to be rated as "2-organized" by June of 2021 and "1-well organized" by June of 2022.				2.00	1.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	If we (ADMINISTRATORS) provide professional development on differentiating instruction for identified student groups, create a schedule, identify resources and programs, and monitor classrooms for implementation to differentiate instruction,
Then we see...	Then we will see TEACHERS conducting focused, differentiated instruction and supports to students identified by data (taking place before during and/or after school),
which leads to...	the academic improvement of students in identified student groups (English Learners, or ELs, and Low Growth/Low Attainment students, or LGLAs).
Budget Description	Additional time will be needed by administrators to develop a needs assessment grid, identifying students to be placed on the grid, assigning them to needed programs and services, and monitoring progress. Additional staff time will be needed to analyze each student's needs and monitoring progress periodically, both of which would be done at grade level meetings. No additional funds would be needed.
Tags	CBE: Supports, Interventions, or Extensions
Action steps	<ul style="list-style-type: none"> • (Not started) 1. Create grid of programs and services that targeted students might need. Tags:CBE: Supports, Interventions, or Extensions • (Not started) 2. Analyze the needs of each targeted student by checking off needed programs and services. Tags:CBE: Supports, Interventions, or Extensions • (Not started) 3. Monitor student progress/adjust program mix as needed on a monthly basis. Tags:CBE: Extended Learning • (Not started) 4. For ELs, MTSS Tiers 2-3: Utilize software available in different languages; provide for meaningful data analysis with respect to language proficiency, MTSS services, SRRs, off-track lists and culture considerations; in the after-school homework help programs, include a bilingual teacher to offer language support to ELs. Provide professional development to MTSS providers in data analysis and use of software

	<p>Tags:Instruction, Equity: Resource Equity, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) 5. Use performance measures to evaluate strategy's success: see Program Goals section for ELs; for LGLAs: 50 percent will meet or exceed projected growth targets for school year <p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning</p>
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Strategy 2

If we do...	If we (Administrators) adopt a proven rubric for assessing small group instruction, provide professional development in small group instruction and the use of the rubric, frequently evaluate small group instruction using the rubric, monitor for implementation of small group instruction, and uses evaluation and monitoring results to construct action steps and dates of completion,
Then we see...	Teachers participating in professional development in small group instruction and the use of the rubric, collaborating with the Principal in assessing evaluation results using the rubric, and effectively implementing small group instruction,
which leads to...	improved small group instruction with respect to quality and frequency, and increased growth and attainment in reading and mathematics
Budget Description	Additional time will be needed to adapt a rubric for improving small group instruction, for professional development in the use of the rubric, and actual use of the rubric.
Tags	Instruction, Equity: Resource Equity
Action steps	<ul style="list-style-type: none"> (Not started) 1. Adapt a rubric for assessing small group instruction. Tags:Instruction, Equity: Resource Equity (Not started) 2. Conduct professional development in the use of the small group instruction rubric. Tags:Instruction, Equity: Resource Equity (Not started) 3. Evaluate small group instruction using rubric and collaborate with teachers on follow-up actions. Tags:Instruction, Equity: Resource Equity (Not started) 4. Set and use performance measures to evaluate strategy's success: Use growth and attainment goals in reading and math in CIWP Goals section. Tags:Instruction

Strategy 3

If we do...	If we (Administrators) provide professional development in effective SEL instruction, see to the development of a scope and sequence of SEL standards for each grade level, provide necessary resources for SEL as needed, monitor for effective SEL instruction, and enable Grissom to meet all requirements to become a Healthy School,
Then we see...	Teachers conducting effective SEL instruction, and developing and implementing all necessary programs for Grissom to become a Healthy School.
which leads to...	students' SEL and other health needs being met, well adjusted students and a more positive learning environment
Budget Description	Professional development in SEL will be needed. No additional funding will be required.
Tags	CBE: SEL Integration, Health & PE: Health Education Skill-Based Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) 1. Purchase any necessary learning materials for the SEL program. Tags:OSEL: SEL Instruction • (Not started) 2. Develop an SEL scope and sequence for all grade levels Tags:OSEL: SEL Instruction • (Not started) 3. Hold a professional development session in SEL program development, and designate SEL as a monthly collaboration topic at grade level meetings. Tags:OSEL: SEL Instruction • (Not started) 4. Monitor SEL sessions quarterly and provide feedback to teachers. Tags:OSEL: SEL Instruction • (Not started) 5. Set performance measures and use to evaluate success: goal is to shift all measures of student emotional health and perceptions of safety in My Voice, My School 20 percentage points in a positive direction. Tags:OSEL: SEL Instruction • (Not started) 6. Get Grissom certified as a Healthy School. Tags:OSEL: Supportive School Environment • (Not started) 7. Set and use performance measure for becoming a Healthy School: actual healthy school certification Tags:OSEL: Supportive School Environment

Strategy 4

If we do...	If we (ADMINISTRATORS) provide professional development on differentiating instruction for identified student groups, create a schedule, identify resources and programs, and monitor classrooms for implementation to differentiate instruction, (Administrators) provide for professional development and coaching in restorative practices (RP), create a scope and sequence for each grade on restorative practices, monitor classrooms for implementation of effective restorative practices,
Then we see...	Teachers and teaching assistants implementing effective restorative practices, and including RP as part of all disciplinary actions.
which leads to...	improved student behavior and learning
Budget Description	Additional time will be required of teachers and support staff in implementing restorative practices. We will attempt to secure the services of the restorative practices coach who is now on board. No additional funding will be needed.
Tags	OSEL: Supportive and Equitable Discipline Practices
Action steps	<ul style="list-style-type: none"> • (Not started) 1. Provide PD to teachers and support staff in restorative practices before school starts and at grade level meetings. Tags:OSEL: Supportive and Equitable Discipline Practices • (Not started) 2. Implement restorative practices as part of all disciplinary actions. Tags:OSEL: Supportive and Equitable Discipline Practices • (Not started) 3. Set a performance measure and use to assess strategy's success: 50% reduction in discipline write-ups over the next 2 years. Tags:OSEL: Supportive and Equitable Discipline Practices

Strategy 5

If we do...	(Administrators) Provide professional development in task complexity (TC), student discourse (SD), and math instruction (MI), monitor classes for effective TC, SD and MI, and implement the Internal Coherence Framework,
Then we see...	Teachers conducting classes with high levels of task complexity, frequent student discourse where ideas are discussed and debated, effective math instruction, and improved instruction through reflection on practice
which leads to...	students working at a higher level of task complexity, more frequent student discourse in the classroom with participation by all students, higher skills in math problem solving, and improved growth and attainment in all subjects
Budget Description	This will be done as part of grade cluster meetings, professional development sessions, and the classroom observation and feedback process through formal and informal visits by the principal. No added allocations of time or financial resources will be needed.

Tags	Instruction, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Science: Rigorous Tasks, SSCE: Engaging in Difficult or Controversial Discussions, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> • (Not started) 1. Make task complexity, student discourse and math instruction monthly collaboration topics at grade level meetings. Tags:Instruction • (Not started) 2. Monitor classes for task complexity, quality student discourse and quality math instruction through formal and informal classroom observations. Follow up with feedback to teachers and set dates for classroom changes. Tags:Instruction • (Not started) 4. Hold professional development sessions in task complexity, student discourse and math instruction. Tags:Instruction • (Not started) 3. Set performance measures and use them to evaluate strategy's success. See reading and math, growth and attainment measures in CIWP goals section Tags:Instruction

Action Plan

Strategy 1

1. Create grid of programs and services that targeted students might need.

Jul 01, 2020 to Jul 31, 2020 - Principal

2. Analyze the needs of each targeted student by checking off needed programs and services.

Aug 26, 2020 to Sep 11, 2020 - Targeted students' teachers Time frame: 8/26-9/11/20

3. Monitor student progress/adjust program mix as needed on a monthly basis.

Sep 30, 2020 to May 28, 2021 - Targeted students' teachers do monitoring, principal supervises monitoring & changes program mix as needed

4. For ELs, MTSS Tiers 2-3: Utilize software available in different languages; provide for meaningful data analysis with respect to language proficiency, MTSS services, SRRs, off-track lists and culture considerations; in the after-school homework help programs, include a bilingual teacher to offer language support to ELs. Provide professional development to MTSS providers in data analysis and use of software

Jul 15, 2020 to May 13, 2022 - English Language Proficiency Teacher (ELPT) responsible for overall administration/execution of step 4 and providing professional development; principal will help secure resources; MTSS providers, bilingual after-school teacher will execute strategy.

5. Use performance measures to evaluate strategy's success: see Program Goals section for ELs; for LGLAs: 50 percent will meet or exceed projected growth targets for school year

May 15, 2020 to May 20, 2022 - Principal compiles data, ILT & principal evaluate

Strategy 2

1. Adapt a rubric for assessing small group instruction.

Jul 01, 2020 to Jul 31, 2020 - Responsible: Principal

2. Conduct professional development in the use of the small group instruction rubric.

Aug 26, 2020 to Sep 15, 2020 - Responsible: Principal

3. Evaluate small group instruction using rubric and collaborate with teachers on follow-up actions.

Sep 15, 2020 to May 28, 2021 - Responsible: Principal, teachers both apply rubric

4. Set and use performance measures to evaluate strategy's success: Use growth and attainment goals in reading and math in CIWP Goals section.

May 05, 2020 to Jun 04, 2021 - Responsible: Principal compiles data, ILT & principal evaluate

Strategy 3

1. Purchase any necessary learning materials for the SEL program.

May 01, 2020 to May 31, 2020 - Principal

2. Develop an SEL scope and sequence for all grade levels

May 01, 2020 to Jun 11, 2020 - Principal drafts, Counselor & teachers discuss, revise

3. Hold a professional development session in SEL program development, and designate SEL as a monthly collaboration topic at grade level meetings.

Aug 24, 2020 to May 28, 2021 - Principal makes sure it's done, brings in outside help; grade cluster chairs put on agenda lead discussion

4. Monitor SEL sessions quarterly and provide feedback to teachers.

Oct 01, 2020 to May 14, 2021 - Principal

5. Set performance measures and use to evaluate success: goal is to shift all measures of student emotional health and perceptions of safety in My Voice, My School 20 percentage points in a positive direction.

May 15, 2020 to Jun 04, 2021 - Principal compiles and presents data, ILT & principal evaluate

6. Get Grissom certified as a Healthy School.

Aug 26, 2020 to May 20, 2022 - PE teacher & AP will develop certification plan; Principal, AP and PE teacher will secure resources and programs required for certification.

Not started Nov 09, 2020

7. Set and use performance measure for becoming a Healthy School: actual healthy school certification

- Principal

Strategy 4

1. Provide PD to teachers and support staff in restorative practices before school starts and at grade level meetings.

Aug 24, 2020 to May 28, 2021 - Principal arranges PD, restorative practices coach presents

2. Implement restorative practices as part of all disciplinary actions.

Sep 04, 2020 to Jun 18, 2021 - Principal, counselor, teachers, support staff, RP coach all help implement

3. Set a performance measure and use to assess strategy's success: 50% reduction in discipline write-ups over the next 2 years.

May 15, 2020 to Jun 03, 2022 - Principal compiles and presents data, ILT and principal evaluate

Strategy 5

1. Make task complexity, student discourse and math instruction monthly collaboration topics at grade level meetings.

Sep 04, 2020 to May 28, 2021 - Principal, grade level chairs

2. Monitor classes for task complexity, quality student discourse and quality math instruction through formal and informal classroom observations. Follow up with feedback to teachers and set dates for classroom changes.

Sep 15, 2020 to May 28, 2021 - Principal monitors, teachers collaborate with principal to review monitoring findings, set next steps and due dates

4. Hold professional development sessions in task complexity, student discourse and math instruction.

Aug 26, 2020 to Jan 30, 2021 - Principal provides for professional development in TC, SD and MI; teachers participate in sessions and use what is learned in the classroom. PD delivered by January 30, 2021, and subsequent sessions by January 20, 2022.

3. Set performance measures and use them to evaluate strategy's success. See reading and math, growth and attainment measures in CIWP goals section

Jun 01, 2020 to Jun 03, 2022 - Person responsible Principal compiles and presents data, ILT and principal evaluate

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.

Such an assessment was done as part of the planning process for the Continuous Improvement Work Plan, and is included in this plan.

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

1) The plan contains goals for academic growth and attainment which, if attained, would be evidence that students are meeting proficient and advanced levels of academic achievement. 2) The plan calls for school staff to address issues of task complexity and student discourse. 3) The plan has a strategy for comprehensively addressing the needs of two key target groups: low growth/low attainment students and English Learners.

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.

1) The plan calls for school staff to address issues of task complexity, student discourse and small group instruction. Research shows that all of these elements are key to a strong core academic program. 2) The plan has a strategy for comprehensively addressing the needs of two key target groups: low growth/low attainment students and English Learners. Issues that will be addressed include off-task behavior, chronic absenteeism, lack of help with homework in the household, and poor response to the MTSS Tier 1 program. Such measures would increase the amount and quality of learning time and would meet the needs of two underserved groups.

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).

2) The plan has a strategy for comprehensively addressing the needs of two key target groups: low growth/low attainment students and English Learners. Issues that will be addressed include off-task behavior, chronic absenteeism, lack of help with homework in the household, poor response to the MTSS Tier 1 program, and social-emotional issues. Such measures would include social-emotional counseling, academic counseling, restorative practices, and innovative teaching methods.

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

When vacant positions become available, they are posted on the CPS Taleo system for at least two weeks to get a large enough number to choose from. Resumes are screened using 10 criteria that include certification, length and quality of teaching experience, writing skills, and intangibles such as expressed dedication to students. Selected candidates are interviewed by a team that includes the principal and Leadership Team members who debate the merits of all candidates interviewed (usually at least three), and agree on a selection by consensus. Finally, a thorough reference check is done before the candidate is selected. CPS' Talent Office checks out the candidate's credentials and arranges for a background check.

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.

Under the plan, high-quality and ongoing professional development, based on scientifically based research, will be provided in the areas of restorative practices, SEL instruction, small group instruction, quality student discourse and task complexity. Such sessions will include the Principal, teachers and paraprofessionals.

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

Presenters from outside and inside the school will be enlisted to provide sessions that will help parents work with their students at home. A questionnaire will be completed to parents to determine which topics are of greatest concern to them. Topics could include, but not be limited to student anxiety, motivation, peer group influence, learning technologies, testing and core subject instruction.

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.

Grissom's prek program has received a "gold" rating by the State, which is the highest performance rating possible. The program includes the development of academic and social skills that are critical for success in kindergarten and beyond.

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.

Grissom's teachers do the analysis of all relevant assessment data and make key decisions about academic interventions needed, with feedback from the Principal and Leadership team. The Leadership team is composed mostly of teachers.

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.

The plan has a strategy for comprehensively addressing the needs of two key target groups: low growth/low attainment students and English Learners. Issues that will be addressed include off-task behavior, chronic absenteeism, lack of help with homework in the household, poor response to the MTSS Tier 1 program, and social-emotional issues. In addition, the school's MTSS program serves as a mechanism to address the needs of any student, not just those in the two target groups. Under MTSS, students having difficulty under the Tier 1 program are referred for more intense services in Tiers 2 or 3. Students who continue to have difficulty in Tiers 2 or 3 are referred for assessment by the school team and may be given an IEP or 504.

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.

This past year a schoolwide PBIS incentive system was implemented at all grade levels to improve student behavior. PBIS is a nationwide model developed with extensive Federal assistance. To reduce violence, the plan calls for schoolwide implementation of state Social Emotional Learning Standards. The school also will continue the practices of a restorative practices coach to improve behavior and reduce violence, and this coach comes from a Federally funded program at an agency called Alternatives. This agency provides a mentor for boys in grades 6-8. Grissom School has a relationship with an organization called Communities in Schools that hooks the school up with State and Federally funded programs. Examples include the YMCA relationships program and arts related field trips. The school has a relationship with an organization called Openlands that was instrumental in getting assembling various grants to get a total rebuild of the school's playground to include flood control, new playground equipment, basketball courts and a running track. Openlands continues to work with Grissom by helping the students learn gardening and even assisting a university professor in collecting data on pollinators in the school's gardens. Funds from the Every Student Succeeds Act are used mainly to fund and additional teaching position to reduce overcrowding at the school, and a classroom assistant position to provide more help to students in need.

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.

A draft of the ESSA Title I school parent and family engagement plan and policy will be e-mailed to all Grissom families, and posted on the school's website. As part of this posting, comments will be solicited, with additions and revisions made based on comments received. In addition, a midyear progress report on CIWP implementation will be e-mailed to all Grissom families, posted on the school's website, and presented to the Local School Council and PAC, with both groups' meetings open to parents and the general public.

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

This will be done by actually holding a Title I information meeting and monthly PAC meetings, with the first one being an organizational meeting. Anticipated dates: Thursday, September 10, at 8 AM for the Title I information meeting and Thursday September 17 at 8 AM for the PAC organizational meeting. These meetings will be publicized through the school newsletter e-mailed to all families and a robocall to all families.

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.

PAC meetings will occur monthly, and each meeting agenda will provide for "Public Comments." Any suggestions by parents will be discussed and recorded in the meeting minutes. The principal will respond

to each comment at the meeting, indicating how he will address the parent's concern. At the next meeting, a Principal's Report will be issued in which the Principal reports what was done in response to each concern expressed at the previous meeting.

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 they are received, State reports on IAR test results will sent to families for each student who took the tests during the prior school 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.

Each affected family will get a notice of a child being taught by a teacher who is not "highly qualified" within two days after this has occurred for four consecutive weeks. Notices will be e-mailed to parents or mailed via U. S. mail if the school does not have an e-mail address.

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.

Information on all of these topics will be presented at the school's Open House, which is planned for Wednesday, September 16. To reach parents who do not attend the Open House, the information will also be e-mailed to parents and posted on the school's website.

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.

Using Survey Monkey, or other appropriate application, a questionnaire will be issued to parents asking what training topics are most important to them, and a training program will be planned accordingly. Presenters from inside and outside of the school will be secured, as needed.

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.

This topic will be addressed in a session with all staff when they return to school for professional development days, August 26-28.

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.

At the school's Open House on September 16, Grissom's prek teacher will present information on a home instruction program to encourage and support parents and families in more fully participating in their children's education.

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

All information about school programs and meetings will be communicated in advance in the school's monthly newsletter, which is e-mailed to parents and posted on the school's website. Programs and meetings are also publicized through robocalls to parents.

Policy Implementation Activities

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

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

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

<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.)

The mission of Grissom School is to enable all students to reach their full potential through the following key components: teaching to the Common Core State Standards and Next Generation Science Standards; after-school homework help and enrichment; assistance from specials teachers and aides in large classes; implementation of a Multi-Tiered Support System (MTSS); constructive feedback to teachers from frequent classroom observations; common planning time and professional development for staff covering key instructional issues; a counseling program structure so that the counselor can concentrate on counseling; a social-emotional learning program (SEL) and teaching to state SEL standards; a discipline program that includes a PBIS incentive system at all grade levels and restorative practices for every infraction; full participation of stakeholders in decisions; expanding computers to 1-to-1 or as close to this ratio as possible.

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, at a minimum, will be scheduled for the two report card pickup days, November 18, 2020 and April 21st, 2021.

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

The following reports will be issued to parents in hard copy, sent home with students or given to parents on report card pickup days: report cards every 10 weeks; progress reports after the 5th, 15th, 25th and 35th weeks of classes.

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

Teachers will be available for consultations with parents during their preparation periods, four days a week, by phone or in person in their classrooms, or in a private office space if the classroom is occupied. Appointments need to be made with the teacher in advance. Support staff are also available, by phone or in a private office space, with appointments made in advance.

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.

With the teacher's consent, parents may observe their children's classes if arrangements are made in advance. Parents and family members may volunteer to work in classes, but first they have to be registered as Level 1 volunteers with CPS, which involves going through a background check.

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

Parents will assist learning by making sure that their children do all of their homework, and by helping them with their work at home whenever possible. They will check their children's planners each day to see what work they have to do. Parents will also monitor their children's completion of assignments on Parent Portal, make their children do the work when assignments are missing, and call teachers to discuss the missing assignments and agree on how to address the issue. Parents will send their children to school every school day, unless the child is ill or there is a death in the family. Parent whose children are chronically absent will cooperate with the school to end chronic absenteeism.

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 always consult with the school about their children's education through conferences with their children's teachers or with the principal. When material of a sensitive nature is covered (e.g. sex education), parents will have the opportunity to decide whether their children will participate. For Diverse Learners, parents will fully participate in the development, review and monitoring of the child's IEP or 504 through team meetings.

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

1. Students are expected to attend school every day, on time, when class is in session, unless they are ill or there is a death in the family, and they need to bring a signed note from a parent they day after they are absent. 2. Students will complete all assignments in class and at home to the best of their ability in accordance with the teacher's instructions (e.g., writing in complete sentences, showing all work when doing a math problem. 3. Every student will participate fully in class discussions and group work. 4. Every student will come prepared for class by having all necessary books and supplies, by completing all homework assignments, and by studying for all tests and quizzes.

Parent Budget (Complete)

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

Goals:

Parents will be able to:

1) work with their children at home on reading; 2) work with their children at home on math; 3) help their children become motivated to do their best in school; 4) understand and help their children deal with anxiety; 5) spot and deal with problems such as peer group pressure, drugs, smoking, etc.

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.	\$300.00
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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$61.00

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)	\$750.00
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