

George H Corliss High School 2020-2022 plan summary

Team

Name	Role	Email	Access
Ali Muhammad	Principal	anmuhammad@cps.edu	Has access
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Phylydia Hudson	STEM Manager	prhudson@cps.edu	No Access
Lynn Fields	Resident Principal	lfieldsjr@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/29/2020	Muhammad, Jones-Coleman, Fields	Review Process for Choosing Team. Discuss student CIWP Team potential participants

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
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Corliss re-established the school's mission and vision collectively (administration & staff) to increase student and staff ownership and buy-in. Administration and staff consistently remind students and staff that we are E.L.I.T.E. through feedback, incentives, data, and empowerment. The teachers read through the scoring guide and had grade level team discussions about the leadership and collective responsibility and scored a 3.
- 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

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

- 3 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 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
 - 3 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:**
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 1 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
 - 1 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:**
- 2 - MTSS

- 2 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)
- 2 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)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 1 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:**
 - 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 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:**
 - 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
 - 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 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:**
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School Excellence Framework Priorities

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

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	math skills attainment for all students
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Root Cause 1	lack of planning and assessing students for re-teaching
Area of Critical Need 2	literacy attainment for all grades level
Root Cause 2	lack of planning and assessing students for re-teaching
Area of Critical Need 3	growth on annual SAT and PSAT percentile
Root Cause 3	lack of multi-discipline planning to make connections in all subjects areas and assessing where students are to support their growth and attainment.

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: PSAT10 Annual Growth Percentile-Math We need to support our students has they continue their education and make sure they are college ready.	Overall		25.00	35.00
SQRP: SAT Annual Growth Percentile-Reading We need to support our students has they continue their education and make sure they are college ready.	Overall		45.00	55.00
SQRP: PSAT10 Annual Growth Percentile-Math We need to support our students has they continue their education and make sure they are college ready.	Overall		25.00	35.00
SQRP: PSAT 9 Annual Growth Percentile We need to support our students has they continue their education and make sure they are college ready.	Overall		15.00	20.00
	Students with IEPs			
(Blank)				

Required metrics (Highschool) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	an increase in teacher capacity to deliver high quality and rigorous STEM integrated instruction using the CCSS and NGSS through a weekly grade-level and departmental PDs incorporating but not limited to the AAI, cognitive demand, technology integration, equitable access to the content, student engagement, academic discourse, SEL, and instructional strategies like Kagan that support these things and use formative assessments to give students immediate feedback.
Then we see...	Student achievement increasing through their grades, GPA, formative and summative assessments, including growth on the PSAT and SAT in both Reading and Math.
which leads to...	Annual growth on the PSAT for 9th and 10th graders and SAT for 11th graders. A higher percentage of students meeting the Benchmarks, freshman and sophomores on track to graduate, lower drop out rate, more students earning higher grades and higher GPAs.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, ECCE: Early College STEM Schools, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions, Science: Equitable Access, Science: Rigorous Tasks, Math: Rigorous Tasks, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Weekly grade level and departmental PDs. Monthly internal walk-throughs that provide data to improve and modify class room instruction. Grade level teams will analyze and discuss how to improve. Extensive classroom and instructional support and PDs. <p>Tags:</p>

Strategy 2

If we do...	a reflection on our current grading practices with an open and honest conversation about the purpose of grades and scrutinize how they affect the students' willingness to openly participate, learn freely and their behavior and attitude towards school.
Then we see...	an increase in student learning, discourse, engagement, attendance, and behavior.
which leads to...	higher on tracks rates, GPA, graduation rates, and growth on the SAT and PSAT.
Budget Description	
Tags	Assessment: Balanced Assessment and Grading, ECCE: Early College STEM Schools
Action steps	<ul style="list-style-type: none"> (Not started) The BHT and ILT will host a meeting to discuss balanced grading and assessment. We will solicit the input of the staff, students, parents, and the community to create a grading policy that focus on what students actually know and how to properly grade. <p>Tags:</p>

Strategy 3

If we do...	an MTSS team that includes the BHT, ILT, along with teachers, parents and students to get a better understanding of all the things we currently do to support MTSS.
Then we see...	more teachers and staff members noting and implementing MTSS and SEL strategies in their instruction to further support our students.
which leads to...	less write up, better attendance, students staying in the classroom and participating in instruction, better grades, higher GPAs, higher scores on PSAT and SAT.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) Work with the current BHT to add members and meetings, do surveys and ensure all staff, parents and teachers are fully aware of MTSS and all the different strategies we can use to support students. <p>Tags:</p>

Action Plan

Strategy 1

Weekly grade level and departmental PDs. Monthly internal walk-throughs that provide data to improve and modify class room instruction. Grade level teams will analyze and discuss how to improve. Extensive classroom and instructional support and PDs.

Jun 22, 2020 to Jun 20, 2022 - Principal, Instructional Coach, ILT members, Teachers

Strategy 2

The BHT and ILT will host a meeting to discuss balanced grading and assessment. We will solicit the input of the staff, students, parents, and the community to create a grading policy that focus on what students actually know and how to properly grade.

Jun 22, 2020 to Jun 27, 2022 - BLT, ILT, Principal, Instructional Coach, Teachers

Strategy 3

Work with the current BHT to add members and meetings, do surveys and ensure all staff, parents and teachers are fully aware of MTSS and all the different strategies we can use to support students.

Jun 22, 2020 to Jun 20, 2022 - BHT, ILT, Principal, Teachers, Parents,

Fund Compliance

ESSA Program

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

(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 engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

We will ensure parent involvement via quarterly parent meetings, parent conferences, invitation to school sponsored events, consistent parent contact via telephone and email.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to discuss parent participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I program. The school will hold a number of additional parental and family engagement meetings, including school PAC meetings, at different times a year to involve 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.

Corliss Parent Advisory will hold the 2020-2021 Title I Annual Meeting and the Organizational Meeting on Wednesday, September 16, 2020.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the Title I meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions and actions. Please describe how the school will immediately respond to any such suggestions.

Develop a community that consists of a parent, teacher, and the principal to respond to suggestions. This will take place at advisory council meetings.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts, and science. This will be accomplished.

Copies of state assessments will be mailed home to parents. We will also provide an after-school pick-up session to discuss the meaning of the report.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not their child's regular teacher. Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Notices will be mailed to parents within the allotted time frame.

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

The school will provide three meetings per year to address this issue: orientation, 1st semester report card pick-up, and 2nd semester report card pick-up. Parents will be notified of these meetings through social media, school website, and flyers sent home. Parents will be able to receive information regarding student progress.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to parents and family members in working with their children to improve their academic achievement, and to encourage increased parent and family involvement. This will be accomplished.

There will be a designated parent room located in the school. Parents will have access to technology, and resource materials, and meet with teachers in literacy training.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs. Please describe how this will be accomplished.

We will discuss how to get parents involved during teacher institute days. Teachers will be asked to develop an action plan for parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with existing programs, such as Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers program, to further encourage and support parents and families in more fully participating in their children's education. This will be accomplished.

Not applicable

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

The school shall make parents aware of these programs through social media, school website, and flyers. Parents are encouraged to contact the school to receive clarity and additional information.

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 to all students to meet the State's student academic achievement standards. Describe how the school will provide high-quality instruction in a supportive environment. (Restate the school mission.)

We plan to create a learning community that promotes critical thinking, encourages creativity, fosters communication, and provides opportunities to solve real world problems.

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

Parent/Teacher conferences will be conducted according to the dates given by CPS. Parent/Teacher conferences will be held at the parent, teacher, and school administration. All stakeholders in conferences will agree upon dates and times.

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

Parents have access to parent portal that provides them with student progress on a daily basis.

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

Staff will be available through email and phone. Parents can also contact teachers through parental portal by sending messages.

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

Parents are invited and encouraged to complete the CPS volunteer application. They can contact the teacher directly to participate in class activities. Teachers will invite parents to chaperone field trips when needed.

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

Parents are encouraged to monitor parent portal, turn on the triggers for attendance and grades and contact teachers if needed.

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

Parents are encouraged to join the LSC and PAC to have a voice in school wide decisions.

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

The counselor has created a positive motivational wall that encourages the provides students with daily words of encouragement.

Parent Budget (Complete)

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

The Parent Advisory Committee will meet monthly to discuss, review, and implement strategies to improve overall school performance.

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.	\$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.	\$250.00
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)	\$700.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$500.00

54205	<p>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.</p>	\$0.00
54565	<p>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.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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.</p>	\$0.00