

# Mary E Courtenay Elementary Language Arts Center 2020-2022 plan summary

## Team

Name	Role	Email	Access
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## Team Meetings

Date	Participants	Topic
02/05/2020	All teachers	SEF ratings
02/13/2020	CIWP/ILT Team	Finalize SEF ratings and set SEF priorities
02/20/2020	CIWP Team	Complete Areas of Critical Needs and Goals
02/27/2020	CIWP Team	Work on Strategies (Relational Trust)
03/12/2020	CIWP Team	Work on Strategies (Instruction)

# 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
  - 2 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)
  - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 2 Enable staff to focus and prioritize what matters most
  - 2 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:** Teachers are leading a lot of committees to address school needs: bht team, mtss, fundraising team for new playground. As a school, we need to use more district protocols to help streamline processes.
- 3 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

- **Evidence:** PLC on building relational trust, ILT team has set up cycles of learning for FLEX PD days.

## 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
  - 2 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
  - 1 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)
  - 1 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:** k-5 Math curriculum does not develop conceptual understandings (See ed-reports). ELA, Science, and SS units are built around essential understandings but does not always get executed effectively. Pacing and planning are set, however, there is very limited vertical planning across grade levels. K-5 curriculum is poorly aligned. School needs a lot of SEL instruction, but it is not always happening. Evidence-based SEL program is used sporadically.
- 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
  - 1 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 1 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:** We hold students accountable for their learning. Opportunities are provided for students to set personal and academic goals. Students are provided models to provide constructive feedback, honoring each other's voices, taking turns, and creating and rating questions.
- 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
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 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
- 3 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
- 1 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:** School uses school-wide assessments, but a lot of teachers give assessments in isolation. Our school ties instruction to district-centralized assessments but is not yet fully proficient at utilizing the diagnostics to further identify specific gaps with students. When we are fully staffed, our school does make assessments accessible to diverse learners. This includes implementing accommodations as well as facilitating alternate forms of assessment as necessary. Our school needs more bilingual support in promoting greater student learning for our EL population.
- 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)
  - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- 1 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 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)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Overall, MTSS team needs to continue working on collecting data which will help move things forwards in making decisions.
- 2 - 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)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum

- 1 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:** The middle school has Successbound. 8th-grade transition to high school. Pre K transition to Kindergarten parent orientation shows what it looks like to be in kindergarten. End of year visit: the next grade to meet new teacher and go over expectations.

## Quality and Character of School Life

- 2 - Relational Trust
  - 2 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:** The school has several supports in place to build trust. We have a full-time counselor, PBIS team, BHT team, and outside support services such as Asian Human Services. We implement Check in Check out plans with students, have a building relational trust PLC, and we also had a PD at the beginning of the year focused on behavior management and relational trust.
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 1 Become informed voters and participants in the electoral process
  - 1 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
  - 1 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture
  - **Evidence:** Middle school has units on politics. Middle school had the opportunity to exercise student voice over what expectations looked liked. Class dojo was based on the expectations.
- 2 - Physical and Emotional Safety
  - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 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:** A-E for the first question the school does well but for g (adults are trained to take a trauma-sensitive approach) we have had some training but not enough. We have some systems in place to deal with students in trauma at the moment. Most students feel comfortable reporting to adults. CPS protocol is

followed for some reports of bullying, harassment or other behaviors. There is no clear criteria for office referrals/the criteria does not support teachers in very difficult situations.

- 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:** BHT team has increased resources available to meet SEL needs. We had Pds focused around Functions of Behavior and identifying types of behavior. We partner with parents willingly and unwillingly in regards to behavioral incidents. Greater BHT communication with staff. The school needs to purchase software (Student Logger) to help streamline behavioral incidents that occur in the school.
- 3 - Family & Community Engagement
  - 2 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).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 1 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)
  - 2 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:** We host annual Literacy nights, Open House, Movie nights, Father Son events, and coffee/pancakes with the Principal. Several staff and the BHT have gone to homes and communicates with families about excessive absences and behavioral concerns. The school partners with several organizations like AHS, Alternatives, Depaul, Example Setters, AARP, Tropical Optical, Weiss Hospital, and Forward Momentum.

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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	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Relational Trust	4
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	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

## Goals

### Areas of critical need and root cause analysis

Area of Critical Need 1	Math attainment 2nd-8th
Root Cause 1	Lack of PD on math content, curriculum and instruction
Area of Critical Need 2	Increasing attainment level among students with IEPs
Root Cause 2	Lack of determining best LRE setting for students when the IEPs are written. Lack of research based curriculum to meet students deficit areas
Area of Critical Need 3	Increasing attainment level among ELs
Root Cause 3	Lack of support and resources in measuring students abilities in language acquisition (progress monitoring student's growth consistently throughout the year).
Area of Critical Need 4	SEL tier 1 instruction across grade levels
Root Cause 4	Lack of cohesive tier 1 SEL instruction being implemented and monitored schoolwide, which has resulted in higher behavioral and trust issues amongst staff, students, and community.



[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.

## 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
Vision: NWEA Attainment G2-8 (Math)	African American		45.00	60.00
I chose this metric because it measures student attainment in the hopes to close the student achievement gap.	Students with IEPs		25.00	30.00
Vision: NWEA Attainment G2-8 (Reading)	EL		45.00	60.00
I chose this metric because it measures student attainment in the hopes to close the student achievement gap.	Students with IEPs		22.00	30.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		35.00	40.00
I chose this metric because we need to track EL students' progress consistently over the years.				
(Blank)				
(Blank)				

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

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p><b>My Voice, My School 5 Essentials Survey</b>            Our 2019 overall score for a supportive environment was 42 (Neutral). There was a -6 change from 2018 to 2019. The supportive environment metric includes student-teacher trust and safety which we scored poorly on. The goal for 2020-2021 and 2021-2022 is for supportive environment.</p>				50.00	65.00

### Custom metrics (0% complete)

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

## Strategies

### Strategy 1

If we do...	If we implement ClassDojo as a schoolwide Tier 1 SEL intervention and connect it to our schoolwide PBIS,
Then we see...	then we will see the following: an increase in relational trust in staff-to-staff relationships, staff-to-student relationships, staff-to-parent relationships and increased transparency around decision making.
which leads to...	This will lead to: shared accountability across all stakeholders from the digital access component; increased parent-teacher communication on a daily basis; increased awareness for teachers, parents and students on students' current SEL tier and changes in behavior; established consistent and expected celebrations and consequences for all students; and an established baseline for BHT data and referrals.
Budget Description	iPads for each staff member with the app, professional development time for staff training (beginning of the year)
Tags	Relational Trust, Family & Community Engagement, ODLSS: Behavior Support, OSCP: Tier 1
Action steps	<ul style="list-style-type: none"> <li>(Not started) Create an SEL Tier 1 subcommittee to oversee this strategy (should be representative of all staff across the school)</li> </ul> Tags: OSEL: Supportive School Environment <ul style="list-style-type: none"> <li>(Not started) Meet and plan over the summer: setting dates for PD, common vocabulary, shared decision making in school-wide expectations, parent training,</li> </ul>

Define consequences and rewards (schoolwide, grade band, and/or in classrooms), staff roles and responsibilities, Grade level meeting expectations (how it would be tied to PBIS. i.e. weekly pbis incentives in primary grades vs monthly for pbis), Secondary system to accommodate kids who go to tier 2,3 (something like Logger or using One Note), look into SEL lessons and portfolio features in Class dojo to share with staff.

Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) SEL Tier 1 Subcommittee will present at one of the first PD days before school starts (later in the week)

Tags:OSEL: Supportive School Environment

- (Not started) Have a Courtenay Carnival day (meet and greet with parents and family) - launch Class dojo (training, sign up for parents), in addition to getting all paperwork squared away, and allowing students to drop off supplies/go to classrooms. This would replace Courtenay's Open House. Date is tentative.

Tags:Family & Community Engagement

- (Not started) Create a framework/checklist for new students/families that come in during the school year to collect all forms, get students signed up for classdojo, aspen, etc...to get the family linked into the school community right away.

Tags:OSEL: Supportive School Environment

- (Not started) SEL Tier 1 Subcommittee will meet with admin and CIWP quarterly to do a deep dive + reflection of how things are going so far. The dates will tentatively be during the last day of each quarter.

Tags:OSEL: Supportive School Environment

- (Not started) SEL Tier 1 Subcommittee will do an end of year PD to recap the year and get feedback from staff to prep for the following school year.

Tags:OSEL: Supportive School Environment

- (Not started) Based on the feedback, SEL Tier 1 Subcommittee will make changes and plan for the next school year.

Tags:OSEL: Supportive School Environment

- (Not started) SEL Tier 1 Subcommittee will present at one of the first PD days before school starts (later in the week) with new changes or modifications for the upcoming school year.

Tags:OSEL: Supportive School Environment

	<ul style="list-style-type: none"> <li>(Not started) (If successful from the previous year) have a Courtenay Carnival day (meet and greet with parents and family) - launch Class dojo (training, sign up for parents), in addition to getting all paperwork squared away, and allowing students to drop off supplies/go to classrooms. This would replace Courtenay's Open House. Date is tentative.</li> </ul> <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>(Not started) SEL Tier 1 Subcommittee will meet with admin and CIWP quarterly to do a deep dive + reflection of how things are going so far. The dates will tentatively be during the last day of each quarter.</li> </ul> <p>Tags:OSEL: Supportive School Environment</p>
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## Strategy 2

If we do...	We will continue to refine our school-wide MTSS Framework to create a more user-friendly system for staff to implement with fidelity, which will produce a culture and mindset of consistent progress monitoring.
Then we see...	Staff will become more proficient in their ability to collect baseline data, utilize diagnostic assessments, group students, implement research-based interventions, progress monitor, improve decision making, and participate in greater collaboration within grade levels and across grade bands as a result of the MTSS process.
which leads to...	Average academic scores will increase. Behavioral occurrences will be progress monitored and provided appropriate interventions and followed through by all staff members to help increase/decrease those behaviors. Staff making informed decisions about students and their academic progress, implementation of research-based interventions with fidelity, more continuous progress monitoring data, increased growth on NWEA, effective and consistent management of Tier 1 and Tier 2 behavior interventions, provide appropriate interventions for Tier 3 behaviors.
Budget Description	Funding for software for student independent work (Raz Kids, ST math), funding for diagnostic materials, funding for teachers to come in during the summer to assess students, funding for MTSS committee to meet and plan during the summer,
Tags	MTSS
Action steps	<ul style="list-style-type: none"> <li>(Not started) Identify which students are Tier 3 at each grade level so that future teachers will have a list of students and data to prepare for future interventions.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>(Not started) Look into additional resources and tools (diagnostics and intervention materials) for MTSS use</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction</p>

- (Not started) Create a flowchart (Google Spreadsheet) for the MTSS process. This flowchart will help teachers go step by step with the process and which tools to use.

Tags:MTSS: Curriculum & Instruction

- (Not started) Create a new school-wide schedule that incorporates a dedicated intervention block for all grade level bands.

Tags:MTSS

- (Not started) Assess K-2 students during the summer.

Tags:MTSS

- (Not started) Present to staff updates on MTSS. This presentation will include procedures, policies to be implemented for the school year.

Tags:MTSS: Shared Leadership

- (Not started) Enroll in the IL Empowers grant and get everything for it set up: supplies, staffing, schedule, curriculum, list of students

Tags:MTSS

- (Not started) Conduct quarterly MTSS self-assessment to assess how MTSS is going.

Tags:MTSS

- (Not started) Hold an end of year PD to assess how MTSS went for the school year. Discuss plans to modify MTSS plan for the following school year. Student data will also be shared to prepare for the following school year.

Tags:MTSS

- (Not started) Present to staff updates on MTSS. This presentation will include procedures, policies to be implemented for the school year.

Tags:MTSS

- (Not started) Enroll in the IL Empowers grant and get everything for it set up: supplies, staffing, schedule, curriculum, list of students (If available again this upcoming year).

Tags:MTSS

	<ul style="list-style-type: none"> <li>(Not started) Conduct quarterly MTSS self-assessment to assess how MTSS is going.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>(Not started) Hold an end of year PD to assess how MTSS went for the school year. Discuss plans to modify MTSS plan for the following school year. Student data will also be shared to prepare for the following school year.</li> </ul> <p>Tags:MTSS</p>
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### Strategy 3

If we do...	If we provide PD in current best practices in mathematical instruction,
Then we see...	then we will see increased engagement in math tasks (for teachers: planning and implementing practices from PLC in their classrooms // for students: increased engagement, higher-level discussions),
which leads to...	which leads to higher attainment scores in NWEA math and an increase in the amount of times students are engaged in problem-based lessons.
Budget Description	?The 5 Practices in Practice Elementary Edition? books for PLC,
Tags	
Action steps	<ul style="list-style-type: none"> <li>(Not started) Purchase ?The 5 Practices in Practice Elementary Edition? in June.</li> </ul> <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Create Math PLC committee to lead and create PD?s during the summer (also set PD calendar for the school year and a syllabus/scope+ sequence).</li> </ul> <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> <li>(Not started) PD around Math SEL: growth mindset. This will be presented by a math subcommittee to launch off the new math curriculum. The book they will cover is "Mathematical Mindset" by Jo Boaler.</li> </ul> <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) PLC around ?The 5 Practices in Practice Elementary Edition? (book); PLC is estimated to be on-going for two years. (Cover a chapter at a time (7 chapters total), implement in the classroom, collect evidence of identified practice and come back to PLC to discuss next steps).</li> </ul>

	<p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) PD on instructional routines including math talks, estimation routines, 3 act tasks, info gaps, and card sorts.</li> </ul>
	<p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Create shared planning time for math teachers across building to discuss strategies, successes, areas of growth</li> </ul>
	<p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Set admin/ILT visits (possibly informal observations) to the classroom with this strategy as the focus</li> </ul>
	<p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Have quarterly milestone checkpoints throughout the year to see how PD is going.</li> </ul>
	<p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Have an end of year PD to reflect on Math PD and make suggestions for the following school year.</li> </ul>
	<p>Tags:Math: Curriculum</p>

**Strategy 4**

If we do...	If we adopt CPS's new math curriculum through the Curriculum Equity Initiative (CEI)
Then we see...	then we will see increased engagement in math tasks (for teachers: planning and implementing new curriculum in their classrooms // for students: increased engagement, higher-level discussions),
which leads to...	which leads to higher attainment scores in NWEA math and an increase in the amount of times students are engaged in problem-based lessons.
Budget Description	Sub funding to cover for teachers to attend district math PD's, cost for print materials,
Tags	
Action steps	<ul style="list-style-type: none"> <li>(Not started) Review new curriculum to prepare for school-wide launch (to see if it meets our needs or not).</li> </ul> <p>Tags:Math: Curriculum</p>

	<ul style="list-style-type: none"> <li>• (Not started) Teachers should schedule PD's offered by the district to get trained in the new curriculum.</li> </ul> <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) Math cohort needs to determine what materials need to be ordered and/or consider printing materials out.</li> </ul> <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) School Math PD at the beginning of the school year (to make sure everybody has everything they need, make sure everybody is on the same page, implementation is set and ready to go)</li> </ul> <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) Implement new curriculum (as long as CPS does not change anything).</li> </ul> <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) Set calendar for grade-level meetings to discuss math curriculum (issues, data, next steps). This will occur bi-monthly at first but will taper off to once a month later on in the calendar year.</li> </ul> <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) Math committee will conduct quarterly self-assessments to see how the new math program is being implemented across the school.</li> </ul> <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) Conduct an end of year Math PD to see how the new math program went. This will allow planning for next steps.</li> </ul> <p>Tags:Math: Curriculum</p>
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## Action Plan

### Strategy 1

Create an SEL Tier 1 subcommittee to oversee this strategy (should be representative of all staff across the school)

May 01, 2020 to Jun 19, 2020 - Angelo Anastasiadis, Yasmin Khoshaba, Allison Cuyun, Claire Brandon, Kalisa Gross, Lisa Allen, Mandy Kal, Jakub Faron, Diane Sawyer,



Meet and plan over the summer: setting dates for PD, common vocabulary, shared decision making in school-wide expectations, parent training, Define consequences and rewards (schoolwide, grade band, and/or in classrooms), staff roles and responsibilities, Grade level meeting expectations (how it would be tied to PBIS. i.e. weekly pbis incentives in primary grades vs monthly for pbis), Secondary system to accommodate kids who go to tier 2,3 (something like Logger or using One Note), look into SEL lessons and portfolio features in Class dojo to share with staff.

Jun 22, 2020 to Aug 14, 2020 - SEL Tier 1 Subcommittee

SEL Tier 1 Subcommittee will present at one of the first PD days before school starts (later in the week)

Aug 24, 2020 to Aug 28, 2020 - SEL Tier 1 Subcommittee

Have a Courtenay Carnival day (meet and greet with parents and family) - launch Class dojo (training, sign up for parents), in addition to getting all paperwork squared away, and allowing students to drop off supplies/go to classrooms. This would replace Courtenay's Open House. Date is tentative.

Aug 27, 2020 to Aug 27, 2020 - SEL Tier 1 Subcommittee + Admin

Create a framework/checklist for new students/families that come in during the school year to collect all forms, get students signed up for clasdojo, aspen, etc...to get the family linked into the school community right away.

Jun 22, 2020 to Aug 21, 2020 - SEL Tier 1 Subcommittee

SEL Tier 1 Subcommittee will meet with admin and CIWP quarterly to do a deep dive + reflection of how things are going so far. The dates will tentatively be during the last day of each quarter.

Nov 02, 2020 to Jun 18, 2021 - SEL Tier 1 Subcommittee + Admin

SEL Tier 1 Subcommittee will do an end of year PD to recap the year and get feedback from staff to prep for the following school year.

Jun 14, 2021 to Jun 18, 2021 - SEL Tier 1 Subcommittee

Based on the feedback, SEL Tier 1 Subcommittee will make changes and plan for the next school year.

Jun 21, 2021 to Aug 20, 2021 - SEL Tier 1 Subcommittee

SEL Tier 1 Subcommittee will present at one of the first PD days before school starts (later in the week) with new changes or modifications for the upcoming school year.

Aug 23, 2021 to Aug 27, 2021 - SEL Tier 1 Subcommittee

(If successful from the previous year) have a Courtenay Carnival day (meet and greet with parents and family) - launch Class dojo (training, sign up for parents), in addition to getting all

paperwork squared away, and allowing students to drop off supplies/go to classrooms. This would replace Courtenay's Open House. Date is tentative.

Aug 26, 2021 to Aug 27, 2021 - SEL Tier 1 Subcommittee

SEL Tier 1 Subcommittee will meet with admin and CIWP quarterly to do a deep dive + reflection of how things are going so far. The dates will tentatively be during the last day of each quarter.

Sep 07, 2021 to Jun 24, 2022 - SEL Tier 1 Subcommittee + admin

## **Strategy 2**

Look into additional resources and tools (diagnostics and intervention materials) for MTSS use

Jun 01, 2020 to Jun 19, 2020 - MTSS Committee

Create a flowchart (Google Spreadsheet) for the MTSS process. This flowchart will help teachers go step by step with the process and which tools to use.

Jun 22, 2020 to Aug 21, 2020 - MTSS Committee

Identify which students are Tier 3 at each grade level so that future teachers will have a list of students and data to prepare for future interventions.

Jun 01, 2020 to Jun 19, 2020 - Grade level teachers

Create a new school-wide schedule that incorporates a dedicated intervention block for all grade level bands.

Aug 03, 2020 to Aug 21, 2020 - CIWP Committee

Present to staff updates on MTSS. This presentation will include procedures, policies to be implemented for the school year.

Aug 24, 2020 to Aug 28, 2020 - MTSS Committee

Enroll in the IL Empowers grant and get everything for it set up: supplies, staffing, schedule, curriculum, list of students

Aug 03, 2020 to Oct 30, 2020 - MTSS Committee

Assess K-2 students during the summer.

Aug 03, 2020 to Aug 28, 2020 - Grade level teachers + Noda-Lake

Conduct quarterly MTSS self-assessment to assess how MTSS is going.

Sep 08, 2020 to Jun 18, 2021 - MTSS Committee

Hold an end of year PD to assess how MTSS went for the school year. Discuss plans to modify MTSS plan for the following school year. Student data will also be shared to prepare for the following school year.

Jun 21, 2021 to Jun 25, 2021 - All Staff

Present to staff updates on MTSS. This presentation will include procedures, policies to be implemented for the school year.

Aug 23, 2021 to Aug 27, 2021 - MTSS committee

Enroll in the IL Empowers grant and get everything for it set up: supplies, staffing, schedule, curriculum, list of students (If available again this upcoming year).

Aug 02, 2021 to Oct 29, 2021 - MTSS Committee

Conduct quarterly MTSS self-assessment to assess how MTSS is going.

Sep 07, 2021 to Jun 24, 2022 - MTSS Committee

Hold an end of year PD to assess how MTSS went for the school year. Discuss plans to modify MTSS plan for the following school year. Student data will also be shared to prepare for the following school year.

Jun 20, 2022 to Jun 24, 2022 - All staff

### **Strategy 3**

Purchase *“The 5 Practices in Practice Elementary Edition”* in June.

Jun 01, 2020 to Jun 05, 2020 - Admin

Create Math PLC committee to lead and create PD’s during the summer (also set PD calendar for the school year and a syllabus/scope+ sequence).

Jun 01, 2020 to Aug 21, 2020 - Kochis, Cochran, Kal, Peterson, Holden, Busto, Jensen,

PLC around *“The 5 Practices in Practice Elementary Edition”* (book); PLC is estimated to be on-going for two years. (Cover a chapter at a time (7 chapters total), implement in the classroom, collect evidence of identified practice and come back to PLC to discuss next steps).

Oct 01, 2020 to Jun 18, 2021 - All staff

PD on instructional routines including math talks, estimation routines, 3 act tasks, info gaps, and card sorts.

Aug 31, 2020 to Jun 17, 2022 - All Staff

Create shared planning time for math teachers across building to discuss strategies, successes, areas of growth

Sep 08, 2020 to Jun 18, 2021 - All Staff

PD around Math SEL: growth mindset. This will be presented by a math subcommittee to launch off the new math curriculum. The book they will cover is "Mathematical Mindset" by Jo Boaler.

Sep 07, 2020 to Sep 30, 2020 - Peterson, Haas, Eaton

Set admin/ILT visits (possibly informal observations) to the classroom with this strategy as the focus

Sep 08, 2020 to Jun 18, 2021 - Admin/ILT

Have quarterly milestone checkpoints throughout the year to see how PD is going.

Sep 08, 2020 to Jun 18, 2021 - Math Committee

Have an end of year PD to reflect on Math PD and make suggestions for the following school year.

Jun 21, 2021 to Jun 25, 2021 - All staff

## **Strategy 4**

Review new curriculum to prepare for school-wide launch (to see if it meets our needs or not).

Jan 04, 2021 to Jun 25, 2021 - Math Committee

Teachers should schedule PD's offered by the district to get trained in the new curriculum.

Jun 28, 2021 to Dec 31, 2021 - Math cohort

Implement new curriculum (as long as CPS does not change anything).

Sep 07, 2021 to Jun 24, 2022 - Math cohort

School Math PD at the beginning of the school year (to make sure everybody has everything they need, make sure everybody is on the same page, implementation is set and ready to go)

Aug 23, 2021 to Aug 27, 2021 - Math Committee

Math cohort needs to determine what materials need to be ordered and/or consider printing materials out.

Jun 28, 2021 to Aug 27, 2021 - Math cohort

Set calendar for grade-level meetings to discuss math curriculum (issues, data, next steps). This will occur bi-monthly at first but will taper off to once a month later on in the calendar year.

Sep 07, 2021 to Jun 24, 2022 - Math cohort

Math committee will conduct quarterly self-assessments to see how the new math program is being implemented across the school.

Sep 07, 2021 to Jun 24, 2022 - Math Committee

Conduct an end of year Math PD to see how the new math program went. This will allow planning for next steps.

Jun 20, 2022 to Jun 24, 2022 - Math cohort

## 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.**

The entire school will participate in a needs assessment based on the achievement of students relative to state content and achievement standards. Professional development plans and instructional goals will be modified for the year to ensure students' current needs are addressed.

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

The 2020-2022 CIWP priorities, goals and action plans target enhancing teachers' instructional practices that will provide an increased number of students that meet proficient and advanced levels of academic achievement. Utilize IL Empower Grant, the OST Grant and additional school funds to provide targeted supports to provide opportunities for all students to meet proficient and advanced levels of academic achievement.

**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.**

Professional development from 2020-2022 will address equity issues and staff mind set. Staff members will explore the various ways in which the two influence/impact teaching and learning. The MTSS committee has established an action plan that includes a yearlong assessment cycle that will provide intervention students who experience difficulty mastering the proficient or advanced levels of academic achievement standards. In school and after school academic support will be provided.

**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).**

Courtenay will continue to provide real time supports to students in need via a full time restorative practice lead that is available to implement personalized/group supports and resources based on BHT/counselor/administration referrals and recommendations. Courtenay will continue to fund and support programs that reflect the diversity of our students (i.e. special needs students, English language learners and students enrolled in the Comprehensive Gifted Program). Continuously evaluate new opportunities and resources to support SEL needs of students that can serve as potential achievement barriers. The MTSS committee has established an action plan that includes a yearlong assessment cycle that will provide intervention students who experience difficulty mastering the proficient or advanced levels of academic achievement standards. In school and after school academic support will be provided. BAM, Leader in Me, Naviance, Asian Human Services Partnership, Community in Schools Partnership,

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

Promote school wide teaching and learning/accomplishments and celebrate via social media, use advertising platforms via CPS HR4U and partner with universities education programs, attend career fairs. Courtenay will (1) strengthen hiring practices (2) formally establish a hiring team and process (3) invest substantial time in a multi-step hiring process that allows the school staff and candidate to assess their fit based on extensive information (4) require a teaching demonstration lessons and school visits in which the candidate meets other teachers and staff.

**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.**

Courtenay's ILT will use the Action Plan within the current CIWP to design a two-year professional development plan. The plan will include high quality and ongoing professional development based on scientifically based research for all staff/stakeholders based on their role and provided by team leaders, district leaders and experts within targeted fields.

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

Courtenay will conduct an annual meeting (2nd quarter) with parents, by grade level band, to assist parents 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. Courtenay will conduct an annual meeting (2nd quarter) with parents, by grade level band, to assist

parents 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; In addition, how to work with educators. Parent Trainings/workshops provided by staff and funded by Title 1 grants will also serve as a vehicle to accomplish this requirement.

**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.**

During the 2018-2019 and 2019-2020 school years, the Local School Council will create a sub committee to research, identify, implement, and coordinate parent programs that build ties with parents and the community. In the first year of the CIWP, parents will research and identify ways to reach out and increase parent contributions. During the following school year the sub committee will coordinate and implement parent programs that build ties with parents and community members.

**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.**

Various opportunities to actively influence and shape decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program Courtenay staff will be provided via content specific, committees, GLT, the ILT and CIWP teams.

**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 MTSS committee has established an action plan that includes a yearlong assessment cycle that will provide intervention students who experience difficulty mastering the proficient or advanced levels of academic achievement standards. In school and after school academic support will be provided.

**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.**

Courtenay has established a Leadership committee that coordinates all programs and committees to ensure the collective work impacts accomplishing school wide goals and needs (based on the annual needs assessment). The Leadership Team consists of team and committee leads across the school. The team meets quarterly to evaluate individual progress towards school wide goals and identify opportunities of cross committee support.

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## 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.**

Parents will complete an interest inventory to identify parental interest and needs that would support teaching and learning in the home. Parents will participate in monthly PAC, BAC and interest group meetings in addition to content specific curriculum nights. During events parent teams will collect data to monitor the effectiveness of programs.

**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**

PAC Meeting Friday, September 25, 2020  
Title 1 Organizational Meeting Friday, September 25, 2020  
Bilingual Advisory Council (BAC) September 18, 2020  
Posting minutes of parent meeting online  
Parent Volunteer (ESSA) meeting-parents earn so many hours towards

**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.**

The school will support parents in establishing parent committees to research and address suggestions and follow through on decisions made regarding the education of their children. Courtenay's Community Committee will work closely with the parents committees.



**Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.**

Parents will receive a report of their child's performance during each Parent/Teacher Conference and assessments implemented in between conferences will be sent home as soon as it is made available

**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.**

Notices will be sent home immediately, following the 4th consecutive week, to parents whose child has been taught by a teacher that is not "highly qualified"

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

Courtenay will conduct an annual meeting (2nd quarter) with parents, by grade level band, to assist parents 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.

**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.**

Courtenay will conduct an annual meeting (2nd quarter) with parents, by grade level band, to assist parents 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. Parent Trainings/workshops provided by staff and funded by Title 1 grants will also serve as a vehicle to accomplish this requirement.

**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.**

During the 2020-2021 and 2021-2022 school years, the Local School Council will create a sub committee to research, identify, implement, and coordinate parent programs that build ties with parents and the community. In the first year of the CIWP, parents will research and identify ways to reach out and increase parent contributions. During the following school year the sub committee will coordinate and implement parent programs that build ties with parents and community members.

**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.**

Courtenay has 3 full day pre-K programs, one general education and two blended. We operate a parent room with a parent liaison that coordinates and integrates all parent programs. Parents in these programs are included in all school wide parent events and activities.

**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.**

Our part time bilingual coordinator will translate local printed information sent home to parents. Bilingual staff members will translate during all parent meetings. Printed information must be sent to the bilingual coordinator a minimum of 3 days prior to the date materials need to be dispersed.

### 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.)**

Courtenay staff is committed to providing an academically stimulating and emotionally nurturing environment to all students. We are committed to educating a diverse population of students at all levels of abilities. Classroom teaching and learning experiences, opportunities and options that foster intellectual, social, physical and technological skills in the best environment suited to the individual. We will provide our students with an education focused on the whole person,

which includes a healthy and active lifestyle. We will prepare our students for the future so that they will become productive members of a global society.

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

Courtenay will conduct scheduled parent teacher conferences in which teachers will review student growth using formal and informal assessment data. Conferences will be held on November 18, 2020 and April 21, 2021. The school will also follow the scheduled conference dates as determined by CPS for the 2021-2022 school year. Conferences on scheduled dates will be in person unless district/state determines otherwise.

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

Teachers will be required to update ASPEN weekly. Parents will be encouraged to sign up for weekly updates via Parent Portal. Progress reports will be sent home accordingly based on the school district's timeline.

**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 via email and appointment. Teachers are available during preparation periods by appointment and/or before or after the school at the teacher's discretion. Parents should contact the teacher or the main office to schedule an appointment. Teachers are also encouraged to maintain a class website, two way communication folders and/logs to provide increased access to staff.

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

Parents are available to volunteer within the classroom after having completed the CPS volunteer packet and receiving board approval. Parents may observe a class after scheduling the observation in the main office. Long-term observations would require a completed volunteer packet on file and approval from the board. Parents may volunteer during one time events, as classroom support, Kiss & Go, parent committees, Friends of Courtenay, etc.

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

Parents will be encouraged to sign up for parent portal/Class Dojo and monitor their child's grades. Parents will be expected to assist with attendance, homework completion, review testing data, discuss academic goals with children, monitor medical and social emotional needs, attend parent teacher conferences, engage in two way communication with the teacher and attend school events as often as possible with their child.

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

Parents may discuss decisions relating to their child's education during phone conversations, letters, email, parent/teacher conferences and other meetings convened around student support. In addition, parents are invited to attend PAC/BAC and other grade level specific meetings to discuss decisions related to the education of their children. PAC/BAC meetings are held monthly location TBD

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

Students will share in their responsibility for improved student academic achievement by attending school regularly, having a positive attitude and adhering to school wide expectations. Students will come to class prepared, set academic goals and participate in college and career readiness activities. Students in grades 3rd - 8th will set annual goals and monitor their progress towards those goals.

### Parent Budget (Complete)

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

Courtenay's overarching goal is to increase student achievement in math as evidenced by 70% of our students meeting or exceeding Common Core standards on the district's standardized assessment by the spring of 2020. Our goal is for 80% of our students to meet or exceed Common Core Standards on the district's standardized assessment.

Parent's will be provided workshops on Introducing the Go Math Curriculum, Home/School Support Go Math Games, Math Fluency and Math Practices.

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase	\$0.00

	books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00