Stephen K Hayt Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/13/2020	ILT members (minus AP and parent representative)	creation of CIWP team and review SEF
02/10/2020	ILT Members (including parent CIWP rep)	School Excellence Framework and parent survey
03/02/2020	ILT Members (including LSC Rep)	Data Analysis to identify areas of critical need

Date	Participants	Topic
03/09/2020	ILT Members (including LSC Rep)	Root Cause Analysis and start of theory of action
03/24/2020	ILT Members (including LSC Rep)	Analyze SEF results and determine areas of focus
03/30/2020	ILT Members (including LSC Rep)	focus on theory of action statements and potential action steps
04/30/2020	ILT Members (including LSC Rep)	refine theory of action and action steps
05/08/2020	ILT Memebrs (including LSC Rep)	finalize actions steps

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
  - 2 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**: to be added at a later date
- 2 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- o 2 Design professional learning (PL) to achieve school-wide improvement goals
- o 3 Design and implement school day schedules that are responsive to student needs
- o 3 Align the budget to the CIWP priorities and the mission of the school
- o 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
- o 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)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: to be added at a later date

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**: to be added at a later date
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: to be added at a later date
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- o 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
- o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 2 Utilize assessments that measure the development of academic language for English learners
- o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 2 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: to be added at a later date
- 3 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 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)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)
- o 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)
- o **Evidence**: to be added at a later date
- 2 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum

- o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- o **Evidence**: to be added at a later date

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: to be added at a later date
- 3 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: to be added at a later date
- 2 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: to be added at a later date
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: to be added at a later date
- 3 - Family & Community Engagement

- o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 3 Partner equitably with parents speaking languages other than English
- o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**: to be added at a later date

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**4**
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**3**
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**2**
2	Quality and Character of School Life: Physical and Emotional Safety	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**5**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Relational Trust	**0**

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Attendance (overall and students with IEP's)
Root Cause 1	1. Students have not been explicitly taught how to advocate for themselves and or how to take ownership over their learning 2. Students have not been explicity taught how to resolve conflicts with peers or how to interact appropriately online with social media
Area of Critical Need 2	Math Attainment overall (3rd - 8th) Students with IEP's and African American females
Root Cause 2	1.There is not a separate curriculum to address struggling students' needs. 2. Students are not given the opportunity to work on material that is differentiated at their level in order to be independent and successful (Ex: differentiated math work) 3. Learned helplessness behaviors and not enough knowledge of information in their own IEPs. Repeated failures leads to lack of motivation/care. 4. Not enough special education teachers and issues with scheduling.
Area of Critical Need 3	Math Attainment (2nd Grade) - students with IEP's and African American females
Root Cause 3	1.Many of the students are immigrants and are new to the country. They do not speak English coming into Kindergarten. Instead of learning how to read they are learning to speak English. 2. Teachers are trying to make sure students have exposure to all the content which makes mastery difficult. 3. Time distribution only lends so much time to teaching math each day. 4. Time is limited and teachers pick the most critical area of need.
Area of Critical Need 4	Reading Growth Attainment (3rd - 8th) - Latinx and Males
Root Cause 4	1. hard to determine strategies to meet the diverse needs of these groups and fear of feeling comfortable speaking on cultures other than ones own 2. lack of time to research strategies that would best support our diverse student body

[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: Attendance Rate Our attendance rate has been close to 95% consistently until the 2019-20 school year. We want to priortize this metric because this is where it starts. Specifically the overall attendance is a concern but our students with IEP's have the lowest rate of the school and we are also a recipient of the IL Empower Grant and the priority group was our DL population.	Overall		95.50	95.90
	Students with IEPs		95.00	95.50
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Nearly half of our population are EL. We want to place an emphasis on English proficiency and language acquisition. We also know that students with IEP's struggle in this area even in our PY4 - PY7's	EL		40.00	45.00
	Students with IEPs		30.00	40.00
Vision: NWEA Attainment G2 (Math) This area is a priority because this is the first year students take the NWEA. We also know that the earlier you can achieve attainment the better your chances are of maintaining attainment. We see in our 3rd - 8th grade metrics that African American females do not perform as well as their other classmates and striving for attainment at 2nd grade will pay off as students progress through the grade levels.	Overall		68.00	70.00
	African American Female		50.00	60.00
	Students with IEPs		25.00	35.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Math (Grades 3-8) This is an important metric. Growth is huge too but students reaching attainment means they are better prepared for the following grades and high school - beyond. Students with IEP's have the supports in place to achieve attainment and our African American females have underperformed and we want to elevate this group.	African American Female		40.00	60.00
SQRP: National School Attainment Percentile - Reading (Grade 2) These two groups have underperformed and we would like to elevate them to where their peers are performing.	Male		70.00	72.00
	Latinx		68.00	70.00

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey An area of growth is to increase the effective leaders portion of the survey as well as the student safety responses.					

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...	Form an attendance committee to increase overall attendance, focusing on data analysis of whole school trends, evaluation of student beliefs about the importance of attendance, identification of chronically absent students
Then we see...	Multifaceted response to low attendance, including efforts to change student beliefs about the importance of school, strategic incentives to counter whole school trends and organized supports provided to chronically absent students and families
which leads to...	An increase in attendance and improved student beliefs about the importance of school and their presence at school
Budget Description	The following is necessary to achieve the above stated strategy and actions steps: extended day buckets to pay for teachers to participate in after school committee work directly related to the above stated strategy and actions steps.
Tags	MTSS: Family and Community Engagement, MTSS: Problem Solving Process, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	(Not started) Form an attendance committee involving stakeholders that meets monthly (counselor, school social worker, principal and assistant principal, attendance clerk) to monitor attendance data, including chronically absent students and families as well as historical attendance data Tags:MTSS: Family and Community Engagement, MTSS: Problem Solving Process, ODLSS: Behavior Support, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Student Outreach and Re-Engagement (Not started) Each homeroom teacher will develop and submit an attendance plan on how they are motivating students Tags:MTSS: Family and Community Engagement, OSEL: Supportive Classroom Environment, OSSE: Student Outreach and Re-Engagement (Not started) Develop consistent systems and interventions to address chronically absent students and families including attendance contracts, incentives, peer and/or staff advocate etc. Tags:MTSS: Family and Community Engagement, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Student Outreach and Re-Engagement (Not started) Develop a whole school attendance incentive plan including events (spirit weeks, movie nights, etc.) Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment (Not started) Develop a student survey to assess beliefs about the importance of school and reasons why students are not attending

	Tags:OSEL: Supportive School Environment • (Not started) Continue to implement restorative practices to create a safe and welcoming school learning environment including the necessary support and training of all staff members Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

Strategy 2

If we do...	Prioritize our bilingual population with budget decisions, as well as taking into consideration their ACCESS scores and learner profiles to make placements, plan for their learning needs and tailor staff professional development
Then we see...	More appropriate placements, more responsive instruction and teachers utilizing Bilingual / ESL best practices
which leads to...	Increased academic performance (ACCESS scores, grades, NWEA), language acquisition and maintenance of native languages and improved social emotional
Budget Description	The following resources are necessary to execute the strategy and action steps: professional development time must be devoted to providing training on best practices for teaching ELs. Funding will be necessary to pay any committee working extended day as well as funding for instructional materials to supplement existing curriculum.
Tags	Leadership for Continuous Improvement, Equity: Fair Policie sand Systems, Equity: Resource Equity, OLCE
Action steps	• (Not started) Ensure that bilingual teachers are consulted and represented on committees tasked with selecting curriculum, making instructional decisions (ILT, Balanced Literacy Committee, Curriculum selection committees, etc.) Tags:Leadership for Continuous Improvement • (Not started) Form a committee (including the ELPT) to determine student placements Tags:Leadership for Continuous Improvement, Equity: Fair Policie sand Systems • (Not started) Supplement current curriculum with materials to support bilingual students and engage bilingual teachers in the selection process Tags:Leadership for Continuous Improvement, CIDL: Curriculum, Equity: Resource Equity • (Not started) Add the ESL profile to classroom positions Pre-k- 2nd this year, 3rd - 5th next year

	Tags:Leadership for Continuous Improvement, Equity: Fair Policie sand Systems
	• (Not started) Seek ESL endorsement opportunities / cohort program at Hayt
	Tags:Leadership for Continuous Improvement
	• (Not started) Provide teachers professional development focusing on best practices for bilingual students
	Tags:Instruction

Strategy 3

If we do...	Place a focus on reading within math and basic fact fluency in the early primary years to ensure that all students (bilingual, diverse learners and gen ed) are prepared to solve text heavy math problems and have basic skills in place to continue to grow their knowledge of grade level math content.
Then we see...	Students better equipped to approach math word problems by using consistently applied strategies and using their fact fluency in application to higher level math content.
which leads to...	Increased NWEA scores in 2nd grade and beyond, student confidence and math stamina, as well as students identifying themselves as mathematicians.
Budget Description	The resources necessary to accomplish the strategy and action steps are as follows: first necessary resource is time, extended day buckets to pay teachers to work on committees that will create plans mentioned in the action steps, supplies will likely be required for incentives as well as math materials to support students in learning / memorizing their math facts.
Tags	Math: Rigorous Tasks, Math: Equitable Access
Action steps	• (Not started) Create a scope and sequence of early reading skills for primary classes to follow and to reference when students are behind Tags:Leadership for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, Math: Student Discourse, Math: Equitable Access • (Not started) Provide professional development and support to teachers around primary math interventions and differentiation strategies Tags:MTSS: Problem Solving Process, Math: Rigorous Tasks, Math: Equitable Access • (Not started) Develop a consistently applied method for introducing math vocabulary and story problems during reading instruction

	Tags:Leadership for Continuous Improvement, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Math: Equitable Access
	• (Not started) Create incentives to encourage students to master their math facts and attain full math fact fluency. Tags:Math: Rigorous Tasks

Strategy 4

If we do...	Prioritize subgroups, specifically IEP, African American females and the bilingual/EL population with curriculum and instructional decisions and practices for math, and look to find a series that provides multiple practice problems for each skill
Then we see...	Improvement in basic math skills and math confidence adjustments made to our teaching practices to address the needs of our struggling students
which leads to...	Improvement in grades and scores, but this will lead to a growth mindset in math, and students will begin to see themselves as math students
Budget Description	The following resources will be necessary to achieve the strategy and action steps: professional development time, potentially extended day buckets for committee work and funds to purchase supplemental instructional materials.
Tags	Leadership for Continuous Improvement, Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction
Action steps	• (Not started) Use grade level meeting time to routinely analyze subgroup and student level data to identify achievement gaps Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth • (Not started) Provide professional development around math interventions and reteaching strategies Tags:Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, Math: Equitable Access • (Not started) Research and choose / purchase supplemental math curriculum to support interventions and provide multiple opportunities for practice and application of needed skills Tags:Leadership for Continuous Improvement, Curriculum, Math: Equitable Access

Strategy 5

If we do...	Develop an articulated vision of K - 8 literacy utilizing data driven analysis of the diverse needs of our students and the required professional development to align teachers and classrooms to focus on language usage and author's craft, utilizing a school-wide curriculum of vocabulary and grammar
Then we see...	consistent practices, meaningful and purposeful instruction of author's craft and language usage to foster richer literacy within all of our students with specific professional development to support teachers
which leads to...	Less gaps in instruction, vertical and horizontal alignment amongst grades and classrooms and higher student achievement amongst all students including underperforming sub groups
Budget Description	The following resources are necessary to achieve the strategies and actions steps outlined: professional development time (principal directed days and grade level meetings), extended day funds to pay for after school committee meetings, instructional material funds
Tags	Leadership for Continuous Improvement, Curriculum, Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	(Not started) Develop and communicate a vision for K-8 literacy instruction (literacy committee) Tags:Leadership for Continuous Improvement, Instruction (Not started) Use PD time to support the learning needs of teachers around balanced literacy / K-8 F & P curriculum, teaching strategies for effective instruction of language usage and author?s craft Tags:Literacy: Shift 2-Leveraging Data to Close Gaps (Not started) Form a committee to select curriculum for grades 4-8, to include wide representation of teachers and expertise areas that focuses on strategies for effective instruction of language usage and author?s craft (bilingual, SPED. primary, intermediate and upper grade teachers) Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources (Not started) Continue to utilize data to identify areas of need and subgroups needing intervention Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

Action Plan

Strategy 1

Form an attendance committee involving stakeholders that meets monthly (counselor, school social worker, principal and assistant principal, attendance clerk) to monitor attendance data, including chronically absent students and families as well as historical attendance data

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal

Each homeroom teacher will develop and submit an attendance plan on how they are motivating students

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal, classroom teachers

Develop consistent systems and interventions to address chronically absent students and families including attendance contracts, incentives, peer and/or staff advocate etc.

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal counselor

Develop a whole school attendance incentive plan including events (spirit weeks, movie nights, etc.)

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal, counselor, climate and culture committee

Develop a student survey to assess beliefs about the importance of school and reasons why students are not attending

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal, climate and culture committee

Continue to implement restorative practices to create a safe and welcoming school learning environment including the necessary support and training of all staff members

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal, climate and culture committee

Strategy 2

Ensure that bilingual teachers are consulted and represented on committees tasked with selecting curriculum, making instructional decisions (ILT, Balanced Literacy Committee, Curriculum selection committees, etc.)

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, ELPT, bilingual teachers

Form a committee (including the ELPT) to determine student placements

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, ELPT, school clerks

Supplement current curriculum with materials to support bilingual students and engage bilingual teachers in the selection process

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, ELPT, bilingual teachers

Add the ESL profile to classroom positions Pre-k- 2nd this year, 3rd - 5th next year

Aug 28, 2020 to Jun 17, 2022 - principal

Seek ESL endorsement opportunities / cohort program at Hayt

Aug 28, 2020 to Jun 17, 2022 - principal

Provide teachers professional development focusing on best practices for bilingual students

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, ELPT

Strategy 3

Create a scope and sequence of early reading skills for primary classes to follow and to reference when students are behind

Aug 28, 2020 to Dec 18, 2020 - principal, assistant principal, ILT and math committee

Provide professional development and support to teachers around primary math interventions and differentiation strategies

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, ILT and math committee

Develop a consistently applied method for introducing math vocabulary and story problems during reading instruction

Aug 28, 2020 to Dec 18, 2020 - principal, assistant principal, ILT and math committee

Create incentives to encourage students to master their math facts and attain full math fact fluency.

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, math committee, classroom teachers

Strategy 4

Use grade level meeting time to routinely analyze subgroup and student level data to identify achievement gaps

Oct 09, 2020 to Jun 17, 2022 - principal, assistant principal, teachers

Provide professional development around math interventions and reteaching strategies

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, teachers

Research and choose / purchase supplemental math curriculum to support interventions and provide multiple opportunities for practice and application of needed skills

Aug 28, 2020 to May 20, 2021 - principal, assistant principal, ILT

Strategy 5

Develop and communicate a vision for K-8 literacy instruction (literacy committee)

Aug 28, 2020 to Apr 16, 2021 - Principal, assistant principal, literacy committee

Use PD time to support the learning needs of teachers around balanced literacy / K-8 F & P curriculum, teaching strategies for effective instruction of language usage and author?s craft

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, literacy committee, teachers

Form a committee to select curriculum for grades 4-8, to include wide representation of teachers and expertise areas that focuses on strategies for effective instruction of language usage and author?s craft (bilingual, SPED. primary, intermediate and upper grade teachers)

Oct 23, 2020 to May 21, 2021 - principal, assistant principal, literacy committee, teachers

Continue to utilize data to identify areas of need and subgroups needing intervention

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, teachers

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.

Hayt School's leadership team has analyzed multiple sources of data to assess the needs. These data points are as follows; NWEA assessment results from BOY, MOY, and EOY, DIBELS TRC (early literacy assessment), IAR (state standardized achievement test) and the School Excellence Framework to determine needs and next steps. This list is not exhaustive as there are other data sources reviewed and

analyzed. The analysis of these data points is used when planning next steps and initiatives that the school will embark upon.

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

Multiple reform strategies to provide opportunities to all students are currently underway. These include, Hayt's primary grade teachers have adopted a balanced literacy model for literacy instruction, the MTSS system supports struggling students to close learning gaps and to identify if there is a potential learning disability, Hayt's Behavior Health Team team identifies students with social emotional needs and provides supports to alleviate barriers to learning, the use of restorative practices to encourage students to attend school and to resolve behaviors that create barriers to learning. This list is not exhaustive of all school wide strategies.

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.

The reform strategies mentioned above support the needs of underserved populations. These reforms include, Hayt's primary grade teachers have adopted a balanced literacy model for literacy instruction, the balanced literacy framework allows for differentiation to meet the needs of all students, including those underserved populations. The MTSS system supports struggling students / underserved populations to close learning gaps and to identify if there is a potential learning disability, Hayt's Behavior Health Team team identifies students with social emotional needs and provides supports to alleviate barriers to learning, the use of restorative practices to encourage students to attend school and to resolve behaviors that create barriers to learning. This list is not exhaustive of all school wide strategies.

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).

Hayt School has used discretionary funds to keep a social worker on staff who can meet with and support struggling students. Additionally the school's MTSS program provides intervention and support to struggling students in an effort to close learning gaps. Hayt has after school programs available to support the social emotional needs of struggling or at risk students and a homework help program is funded after school to support students who are struggling. Additional programs offered at Hayt target students identified as at-risk. These programs include "Brother to Hermano" and "Trailblazers" - both upper grade boys and girls mentoring groups. Art Express provides students a safe place to speak to school social worker and counselor during lunch and recess. The main office has a "Peace Room" for use by students who struggle to manage their emotions and multiple other clubs provide outlets for student creativity not tapped during the instructional day.

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

Hayt School utilizes a variety of practices to attract and retain high-quality candidates. Hayt School posts teaching positions as soon as possible to increase the amount of time available to interview and vet candidates. Hayt administration seek candidates not just from the CPS hiring / candidate portal but through consulting with local universities including Loyola University as well as consulting Hayt teachers. Additionally, Hayt uses an interview committee and process that seeks input from other stakeholders and

uses a consistent interview process to effectively compare candidates. Lastly, Hayt administration consistently check references. Hayt has a very low teacher turnover.

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.

Hayt School consults with CPS departments to seek professional development opportunities when relevant. Hayt School additionally devotes funding to teachers and SECA's seeking professional development opportunities. In house professional development is planned in consultation with members of the leadership team to ensure that learning opportunities address current needs of staff and students.

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

Hayt has used the following strategies to increase parent involvement; school website, collection of parent emails through a collective effort with teachers and office staff, restructuring of parent meetings to involve food and giveaways to entice parents, Parent Teacher Association has also helped with this effort with increased advertisement of events, including several themed events that brought parents and students together, the Holiday Baazar, STEAM Night, Movie Night, Safe Internet Google presentation with giveaways, etc.

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.

Hayt School's pre-K teachers work with Kindergarten teachers to discuss important milestones for pre-K students to achieve prior to the start of kindergarten. Students tour the building to become familiar with the school environment. The tours are not exclusive to Hayt pre-k students but also include neighborhood pre-school programs. Over the summer an kindergarten parent orientation is held by the admin and play dates are arranged so kindergarten students can meet their classmates. Additionally, pre-k teachers meet with kindergarten teachers to discuss the needs of the incoming kindergartners.

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.

Hayt administration meets annually with teacher representatives to determine the assessment calendar for the upcoming school year. Teacher representatives and administration create a plan and this plan is in turn shared with the faculty. Suggestions are noted, adjustments are made and a vote is held to determine the assessment calendar.

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.

Hayt school has a defined Multi Tiered System of Support (MTSS) process that is shared with teachers annually. Identification of struggling students is defined with criteria and uniform interventions are provided for students identified as struggling. Student progress is monitored and if a student continues to struggle a referral is made for evaluation. Additionally, after school homework help programs are available and struggling students are prioritized.

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.

Hayt's leadership team in consultation with the LSC and all stakeholders work together to ensure that all programs are thoughtfully implemented and all decisions are based on efficient and compliant use of resources in an effort to meet as many needs as possible.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Hayt School will involve parents in the joint development and periodic review of the ESSA, Title I plan by organizing the parent ESSA-PAC and facilitating
monthly meetings. At these meetings, parents will be solicited for input on how the school can best assist the parents in supporting their children. In addition,
there is an on-going review of the ESSA plan, which allocates teachers and resources that are used. These allocations are reviewed and revised with parent
input on the identified priorities and action plan to increase student achievement. We involve parents by organizing events to provide a forum for
communicating curriculum and instruction goals (i.e. Family Nights) and advising parents of their child's progress at Report Card Pickup Days. PAC will review
this policy at the organizational meeting

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

The Title 1 Annual Parent meeting will be held September 30, 2019. The ESSA-PAC Title 1 Organizational Meeting will be held on October 3, 2019. The
ESSA-PAC meetings will be held on a monthly basis. At the beginning of the year, all parents receive a master schedule of all LSC, ESSA-PAC and BAC
meetings. The meeting schedule is also placed on our school calendar, which is available for viewing on the school's website public calendar. All meetings
are also mentioned (with day, date, and time) in the monthly parent newsletter. In addition, on a monthly basis, our school invites all parents to attend the
ESSA-PAC meetings by posting the agenda on a public outdoor bulletin board and we also send out notices to parents at least 72 hours prior to the meeting.

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.

Parents are encouraged to express their suggestions and concerns at all meetings. After which, these ideas are thoroughly explored at leadership team
meetings and grade level meetings. The principal has an open door policy to meet with parents regarding any concerns and suggestions parents may have
on their child's education. We give parental input every consideration as we work collaboratively to build effective instructional programs and develop our
school improvement plan. Parents are encouraged to complete the My Voice, My School survey each year about their perceptions of the school.

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.

Hayt hosts an Open House at the beginning of each school year in order to introduce the parents and students to the curriculum and school-based
assessments. Every five weeks, parents receive an academic progress report that indicates classroom assignments, homework, assessments and student
participation. These reports also include the proficiency levels the students are expected to meet. In addition, every ten weeks, all students receive a
quarterly report card. For the first and third quarters, the school conducts parent/teacher conferences. Letters that detail students? performance on state and
district assessments are sent home as soon as they become available. Teachers make themselves available by appointment for 10 minutes.

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

Each year, the parents are asked if they would like to be notified in regards to the ?highly qualified? status of teacher(s). If so, parents are notified by letter of
the qualifications of teachers. Please add the definition of ?highly qualified?, per the Title 1 Guidelines.

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.

The school conveys information to parents via the school website, ALL state assessments and academic achievements, a list of all exams and months it will
be taken. Parents need to be notified that teachers need to be contacted to determine times to meet. During parent-teacher conferences, parents are
informed of how their child is progressing in meeting academic achievement standards. In addition. Parents receive information and assistance in registering
with the districts Parent Portal application which helps parents access academic information on a daily basis. The school's website will have updated
information.

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.

A variety of parent workshops are scheduled during the school year. Parents are given instructional material to take home to support student learning at
home. Parents are encouraged to attend these training sessions as needed. The workshop schedules are posted on the school?s calendar and notices are
sent home with students.

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.

The Hayt staff is routinely encouraged to utilize parental involvement as an effective tool for improving student achievement. Thus, our classroom teachers
communicate consistently with parents by personal notes, classroom or grade level newsletters, email, phone calls, and/or parent conferences. Teachers
received training on how planning agendas can be used as a communication tool for students, teachers, and parents. The teachers are also available to
meet with parents before school, as well as to use their daily prep periods to communicate with parents via email, telephone and in person during the school
day. In addition to the above methods of communication, the school has provided training to teachers on how to create and utilize a classroom website.

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.

Our Pre-K teachers organize activities to promote parental involvement such as, art and virtual Pre-K activities that parents enjoy with their entire family.PreK teachers host parent meetings to share information on the transition to kindergarten as well as on Pre-K standards and rubrics. The Pre-K team encourages parents to attend all field trips.

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 school posts monthly meetings and sends home informative reminders in at least 2 languages: English and Spanish. Some are also in Arabic and Urdu.
Our school website has a feature that translates all information in numerous languages.

Policy Implementation Activities

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

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

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

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

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

We expect our students to graduate fully prepared to succeed in high school, college, and careers. In our classrooms, all students will engage in meaningful,
enjoyable experiences that will teach them how to think critically and interact socially. The key to future success is literacy, so all subject areas will be
enriched with analytical thinking, reading, writing, and debating. Technology is an integral part of the curriculum, which enables students to meet the
demands of a rapidly changing society. At Hayt, all students, staff, and families will be encouraged to share their diverse ideas, so we may continue to grow
as life-long learners.

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.

Parents are asked to pick up report card after the first and third quarters: November 18th, 2020 and April 21st, 2021. Individual conferences between parent
and teachers will be scheduled on those days in 10-minute increments between 11:30 am to 6:30 pm.
Teachers lunch is from 3:00pm- 3:45pm.

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

Progress reports will be distributed on October 9th, 2020, December 18th, 2020, March 12th, 2021 and May 21st, 2021. The reports will be sent home with
the students. Prior to each date, parents will be notified via the Principal?s monthly newsletter and website when the progress reports are being distributed.

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

All teachers are available to meet with parents before school and well as during their daily preparation periods to communicate with parents via email,
telephone, and in person.

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.

All parents are invited to volunteer. There is a parent volunteer packet available in the office for parents to complete. Teachers and administrators invite
parents to assist in the classroom, on field trips, and for special events. Parents are also informed that they may view the teaching and learning in their
child?s classrooms upon request. We have information sheets for parent volunteers.

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

All parents are given the district policy on attendance and homework at the beginning of the school year. If a student?s attendance, behavior, or academic
performance becomes problematic, the teacher and/or administrator schedules a parent conference to discuss the problem and offer solutions. The
appropriate staff member assists parents whenever needed.

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

Meetings occur throughout the year that involves parents in the educational decision-making of our students. Parents receive written notice of all meetings.
Parents are encouraged to confer with teachers and administrators whenever necessary to discuss the education of their children and participate in the LSC
and NCLB-PAC monthly meetings.

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

Through PBIS, we offer incentives that encourage positive behavior/attitude and academic achievement. With the use of agendas and other organizational
strategies, students are explicitly taught how to manage their time and organize their materials and ideas to ensure success. In middle school, students learn
how to set goals and self-monitor their progress, so they may take ownership of their learning.

Parent Budget (Complete)

> **Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**
>
> Goals: to increase parent involvement, to provide resources to support parents in supporting their child, to provide professional learning to support parents in supporting their child's education.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$1200.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$350.00
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)	$2250.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$250.00

53510	**Postage** Must be used for parent and family engagement programs only.	$350.00
53306	**Software** Must be educational and for parent use only.	$378.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00