

Jordan Elementary Community School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020		Guidelines and Next 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
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 2 Make ?safe practice? an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 2 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
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 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:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics

- 3 Become informed voters and participants in the electoral process
- 4 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 3 Exercise student voice (REQUIRED: OSEL)
- 2 Authentically interact with community and civic leaders
- 3 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture
- **Evidence:**
- 3 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 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
 - 2 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)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	3rd-8th Grade Reading Attainment
Root Cause 1	Lack of opportunities for teacher collaboration and clear expectations of literacy instruction.
Area of Critical Need 2	3rd-8th Grade DL Reading Growth
Root Cause 2	Lack of clearly defined educator roles and responsibilities for working with diverse learners
Area of Critical Need 3	Making Sufficient Annual Progress on ACCESS
Root Cause 3	Lack of ESL scope and sequence for grades pre K-8 (both ESL and bilingual classes)

Area Critical Need 4	3rd-8th Grade Reading Attainment
Root Cause 4	Lack of shared progress for monitoring students' progress in Tier 2 and Tier 3

[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
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		35.00	40.00
I chose this metric because according to the SQRP this area is our school's greatest area of need.				
Vision: NWEA Attainment G2-8 (Reading)	Overall		67.00	72.00
I chose this metric because the percent of students attaining grade level expectations has been inconsistently below 70% for the past 5 years.				
Vision: NWEA Growth G3-8 (Reading)	Students with IEPs		47.00	52.00
I chose this metric because the reading growth of students with IEPs (based on the NWEA) is below expectations.				
Vision: NWEA Attainment G2 (Reading)	Overall			
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

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

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	establish a Bilingual Instructional Leadership Team,
Then we see...	effective and consistent instructional practices for English language learners
which leads to...	an increased percent of students making sufficient annual progress as measured by the ACCESS assessment and meeting benchmark reading expectations in their native language as measured by TRC.
Budget Description	To accomplish this strategy we will require funding to purchase student materials, provide teacher professional development as well as improve parent and community involvement. The student materials we will be purchasing include; Spanish language texts for K-3 classroom libraries and English and Spanish language science materials from Amplify (SBB, reading materials, science materials). We will need funding to purchase professional texts for teachers to engage in a school -wide PLC on dual language (SBB, professional development). Lastly we will need funding to support parent and community involvement through parent workshops on literacy and language development (SBB, community and parent involvement).
Tags	Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE
Action steps	<ul style="list-style-type: none"> (Not started) Establish and recruit teachers to be members of the Bilingual Instructional Leadership Team (BILT)

Tags:

- (Not started) Identify a lead teacher (with the guidance from admin) to determine BILT meeting agendas, facilitate BILT meetings and establish year long meeting schedule.

Tags:

- (Not started) Devise a professional learning pathway for all teachers on language objectives.

Tags:

- (Not started) Facilitate professional development for all teachers on language objectives during grade level team meetings and whole staff professional development days.

Tags:

- (Not started) Establish the pace for the design of a Pre K-8 grade ESL scope and sequence and assign responsibilities for developing the scope and sequence.

Tags:

- (Not started) Provide professional development for teachers on the Pre K-8th grade ESL scope and sequence during grade level team meetings and whole staff professional development days.

Tags:

- (Not started) Establish a school-wide PLC on Dual Language and purchase a professional text for all teachers in which the PLC will be focused. Meetings will be held during staff Flex days and they will be facilitated by the BILT members.

Tags:

- (Not started) Conduct regular analysis of student language development and reading progress. ACCESS data analysis will occur with all staff members during the BOY professional development day. TRC/Dibles data analysis will occur during grade level team meetings 3 times per school year.

Tags:

- (Not started) Review teacher's reading lesson plans to assess teacher's progress towards writing appropriate language objectives. Provide feedback to teachers on their language objectives. Adjust professional learning plan based on teachers' progress with writing language objectives.

Tags:

	<ul style="list-style-type: none"> • (Not started) Devise a schedule to progress monitoring students not meeting proficiency levels as measured by TRC/Dibels. Monitor staff implementation of progress monitoring. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Establish opportunities for collaboration between BILT and ELPT for quarterly parent communication regarding current programs (TPI and TBE) and goals for future implementation of the Dual Language program. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create a calendar of events for parent workshops (by grade band) to support parents in developing literacy rich home environments and supporting their child's language and literacy development. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Purchase Spanish language texts for the bilingual classroom libraries. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Purchase Amplify science curriculum with Spanish and English texts to provide native language reading opportunities in the content areas. <p>Tags:</p>
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Strategy 2

If we do...	clearly define roles and responsibilities for all the staff (Gen. Ed. teachers, Sp. Ed. teachers and paraprofessionals)
Then we see...	improved collaboration between educational staff
which leads to...	an increased number of DL students meeting reading growth targets as measured by TRC/Dibels and NWEA.
Budget Description	To accomplish this strategy we will require funding to provide teacher professional development as well as improve parent and community involvement. We will need funding to purchase professional texts for the diverse learner teacher team and the special education classroom assistants (SBB, professional development). We intend to provide school-wide professional development with the author of 30 days to the Co-Taught classroom (SBB, professional development). We will need to secure funding to create opportunities for collaboration between co-teaching partners and their SECAs by providing sub coverage for additional co-planning time (SB, substitute teachers) and planning time during the summer months (SBB, extended day -teacher). Lastly we will need funding to support parent and community involvement through parent workshops

	on supporting their child's literacy development and working towards IEP goals (SBB, community and parent involvement).
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality, ODLSS: Procedures and Standards
Action steps	<ul style="list-style-type: none"> • (Not started) Draft special education teacher schedules and SECA assignments during the summer months to provide opportunities for collaboration and preparation prior to the start of the school year. Tags: • (Not started) Define and use protocols from "30-Days to the Co-taught Classroom" to establish co-teaching roles and relationships prior to the start of the school year and during the beginning of the year professional development. Tags: • (Not started) Provide professional development for all staff with the author from "30 Days to the Co-taught Classroom" to continue to establish co-teaching partnerships and define co-teaching roles and responsibilities. Tags: • (Not started) Secure substitute coverage to provide co-teaching teams an additional 2 hour planning period each quarter. Tags: • (Not started) Create "SECA manual" and provide SECAs and teachers with professional development explaining SECA expectations as outlined in the SECA manual. This will take place in the beginning of the year professional development and continue through the first quarter as needed. Tags: • (Not started) Secure substitute coverage to provide co-teaching teams the opportunity to conduct peer observations of effective co-teaching teams through "labsites". This will help teachers learn effective practices from one another as well as build teacher collaboration. Tags: • (Not started) Evaluate the effectiveness of co-teaching relationships through co-teaching self assessment at the beginning and end of the school year. Tags:

	<ul style="list-style-type: none"> • (Not started) Monitor Diverse Learner student's academic progress through 5 week data reviews conducted during grade level team meetings. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Continue with monthly diverse learner team meetings with our network special education administrator and purchase a professional text for each teacher to read together to support their professional development. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide professional development to Co-teaching teams on using data to plan small group literacy instruction during whole staff professional development and grade level team meetings. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Use whole staff professional development days and grade level team meetings (GLTs) to provide professional development to Co-teaching teams on utilizing one one one student literacy conferences. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Devise parent workshops by grade band to support parents in developing literacy rich home environments and supporting their child's growth towards IEP goals. <p>Tags:</p>
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Strategy 3

If we do...	establish shared MTSS systems and define clear practices for tier 2 and tier 3 interventions
Then we see...	teachers implementing targeted interventions for individual students and small groups of students
which leads to...	a higher percentage of students meeting grade level expectations in reading as measured by TRC and NWEA.
Budget Description	To accomplish this strategy we will require funding to hire intervention support personnel, pay for after school interventions and to purchase intervention materials. We intend to hire a half time interventionist (Title II) to provide Tier 3 interventions for students. The interventionist will also guide a time of volunteer interventionists to conduct interventions with students in K-3rd grade. We intend to use funding to purchase intervention resources such as; LLI, IXL and Compass Learning for Tier 2 interventions (SBB, reading materials). We will also secure funding to pay teachers and SECAs to provide after school interventions for students (SBB, extended day - Teacher/Security/ESP).

<p>Tags</p>	<p>MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Shared Leadership</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Recruit a diverse MTSS core team (content areas, counselors, etc.) that is responsible for driving the school's MTSS framework and implementation. Tags: • (Not started) Use the SAM to evaluate the progress of the implementation of MTSS structures at the beginning and the end of the year. Tags: • (Not started) Revise established protocols for the PSP and provide staff with professional development on the PSP during whole staff PD and grade level team meetings. Tags: • (Not started) Revise the menu of interventions for reading and math (purchase materials as necessary). Tags: • (Not started) Establish a system to regularly communicate with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child. Tags: • (Not started) Develop a process of communication to formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions as well as provide regular updates on student's progress. Tags: • (Not started) Conduct 5 week MTSS data reviews during grade level team meetings to determine the type of progress a student has made and the appropriate next steps to support their continued growth. Tags: • (Not started) Recruit volunteers to provide tier 2/3 interventionists for students in K-2 (Spanish). Recruit and hire a part time interventionist to provide tier 3 interventions for students. The part time interventionist will lead the volunteer interventionists in determining interventions, implementing the intervention and monitoring the students' progress. Tags:

	<ul style="list-style-type: none"> • (Not started) Implement Check in Check Out (CICO) tier 2 intervention with teachers who were trained during the SY20 school year to provide additional SEL support, and goal setting opportunities for students. <p>Tags:</p>
	<ul style="list-style-type: none"> • (Not started) Purchase intervention resources including; LLI, IXL and Compass Learning for classroom based tier 2 interventions. <p>Tags:</p>

Action Plan

Strategy 1

Establish and recruit teachers to be members of the Bilingual Instructional Leadership Team (BILT)

Jun 01, 2020 to Jul 31, 2020 - Principal and Assistant Principal

Identify a lead teacher (with the guidance from admin) to determine BILT meeting agendas, facilitate BILT meetings and establish year long meeting schedule.

Jun 01, 2020 to Jul 31, 2020 - Principal and Assistant Principal

Devise a professional learning pathway for all teachers on language objectives.

Jul 31, 2020 to Aug 22, 2020 - BILT

Facilitate professional development for all teachers on language objectives during grade level team meetings and whole staff professional development days.

Aug 24, 2020 to Jun 19, 2021 - BILT

Establish the pace for the design of a Pre K-8 grade ESL scope and sequence and assign responsibilities for developing the scope and sequence.

Jun 26, 2021 to Aug 21, 2021 - BILT

Provide professional development for teachers on the Pre K-8th grade ESL scope and sequence during grade level team meetings and whole staff professional development days.

Aug 22, 2021 to Jul 22, 2022 - BILT

Establish a school-wide PLC on Dual Language and purchase a professional text for all teachers in which the PLC will be focused. Meetings will be held during staff Flex days and they will be facilitated by the BILT members.

Aug 23, 2020 to Jun 18, 2021 - Principal and Assistant Principal and BILT

Conduct regular analysis of student language development and reading progress. ACCESS data analysis analysis will occur with all staff members during the BOY professional development day. TRC/Dibles data analysis will occur during grade level team meetings 3 times per school year.

Aug 24, 2020 to Jun 18, 2022 - Principal and Assistant Principal and homeroom teachers

Review teacher's reading lesson plans to assess teacher's progress towards writing appropriate language objectives. Provide feedback to teachers on their language objectives. Adjust professional learning plan based on teachers' progress with writing language objectives.

Sep 06, 2020 to Jun 25, 2022 - Principal and Assistant Principal

Devise a schedule to progress monitoring students not meeting proficiency levels as measured by TRC/Dibles. Monitor staff implementation of progress monitoring.

Aug 16, 2020 to Jul 22, 2022 - Principal and Assistant Principal

Establish opportunities for collaboration between BILT and ELPT for quarterly parent communication regarding current programs (TPI and TBE) and goals for future implementation of the Dual Language program.

Aug 23, 2020 to Jun 18, 2022 - Principal and Assistant Principal, ELPT, BILT

Create a calendar of events for parent workshops (by grade band) to support parents in developing literacy rich home environments and supporting their child's language and literacy development.

Aug 09, 2020 to Jun 24, 2022 - Principal and Assistant Principal, ELPT, BILT, homeroom teachers

Purchase Spanish language texts for the bilingual classroom libraries.

Aug 01, 2020 to Aug 29, 2020 - Principal and Assistant Principal

Purchase Amplify science curriculum with Spanish and English texts to provide native language reading opportunities in the content areas.

Jul 01, 2020 to Aug 29, 2020 - Principal and Assistant Principal

Strategy 2

Draft special education teacher schedules and SECA assignments during the summer months to provide opportunities for collaboration and preparation prior to the start of the school year.

Jun 29, 2020 to Aug 28, 2020 - Principal and Assistant Principal

Define and use protocols from "30-Days to the Co-taught Classroom" to establish co-teaching roles and relationships prior to the start of the school year and during the beginning of the year professional development.

Jun 29, 2020 to Aug 29, 2020 - Principal and Assistant Principal, co-teaching partners

Provide professional development for all staff with the author from "30 Days to the Co-taught Classroom" to continue to establish co-teaching partnerships and define co-teaching roles and responsibilities.

Aug 23, 2020 to Aug 28, 2020 - Principal and Assistant Principal

Secure substitute coverage to provide co-teaching teams an additional 2 hour planning period each quarter.

Sep 06, 2020 to Jun 19, 2021 - Principal and Assistant Principal

Create "SECA manual" and provide SECAs and teachers with professional development explaining SECA expectations as outlined in the SECA manual. This will take place in the beginning of the year professional development and continue through the first quarter as needed.

Jul 01, 2020 to Nov 27, 2020 - Principal and Assistant Principal, SECAs, teaching staff

Secure substitute coverage to provide co-teaching teams the opportunity to conduct peer observations of effective co-teaching teams through "labsites". This will help teachers learn effective practices from one another as well as build teacher collaboration.

Jan 03, 2021 to Jun 18, 2021 - Principal and Assistant Principal, SECAs, teaching staff

Monitor Diverse Learner student's academic progress through 5 week data reviews conducted during grade level team meetings.

Oct 04, 2020 to Jun 24, 2022 - Principal and Assistant Principal, all teachers with diverse learners in their classroom.

Evaluate the effectiveness of co-teaching relationships through co-teaching self assessment at the beginning and end of the school year.

Aug 23, 2020 to Jun 25, 2021 - Co-teaching partners

Continue with monthly diverse learner team meetings with our network special education administrator and purchase a professional text for each teacher to read together to support their professional development.

Oct 04, 2020 to Jun 24, 2022 - Principal and Assistant Principal, DL teachers, SEA

Provide professional development to Co-teaching teams on using data to plan small group literacy instruction during whole staff professional development and grade level team meetings.

Aug 23, 2020 to Jun 24, 2022 - Principal and Assistant Principal

Use whole staff professional development days and grade level team meetings (GLTs) to provide professional development to Co-teaching teams on utilizing one on one student literacy conferences.

Aug 23, 2020 to Jun 24, 2022 - Principal and Assistant Principal

Devise parent workshops by grade band to support parents in developing literacy rich home environments and supporting their child's growth towards IEP goals.

Aug 23, 2020 to Jun 24, 2022 - Principal and Assistant Principal and the Diverse Learner Team

Strategy 3

Recruit a diverse MTSS core team (content areas, counselors, etc.) that is responsible for driving the school's MTSS framework and implementation.

Jun 01, 2020 to Aug 01, 2020 - Principal and Assistant Principal

Use the SAM to evaluate the progress of the implementation of MTSS structures at the beginning and the end of the year.

Aug 02, 2020 to Jun 24, 2022 - Principal and Assistant Principal, MTSS Team

Revise the menu of interventions for reading and math (purchase materials as necessary).

Nov 01, 2020 to Jun 24, 2022 - MTSS Team

Revise established protocols for the PSP and provide staff with professional development on the PSP during whole staff PD and grade level team meetings.

Aug 24, 2020 to Oct 31, 2020 - MTSS Team

Establish a system to regularly communicate with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child.

Aug 23, 2020 to Sep 05, 2020 - Principal and Assistant Principal, MTSS Team

Develop a process of communication to formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions as well as provide regular updates on student's progress.

Aug 23, 2020 to Sep 05, 2020 - MTSS Team

Conduct 5 week MTSS data reviews during grade level team meetings to determine the type of progress a student has made and the appropriate next steps to support their continued growth.

Oct 11, 2020 to Jun 18, 2022 - Principal and Assistant Principal, all teachers

Recruit volunteers to provide tier 2/3 interventionists for students in K-2 (Spanish). Recruit and hire a part time interventionist to provide tier 3 interventions for students. The part time interventionist will lead the volunteer interventionists in determining interventions, implementing the intervention and monitoring the students' progress.

May 24, 2020 to Jun 19, 2020 - Principal and Assistant Principal

Implement Check in Check Out (CICO) tier 2 intervention with teachers who were trained during the SY20 school year to provide additional SEL support, and goal setting opportunities for students.

Aug 23, 2020 to Jun 18, 2022 - Principal and Assistant Principal, BHT

Purchase intervention resources including; LLI, IXL and Compass Learning for classroom based tier 2 interventions.

Jul 01, 2020 to Jul 31, 2020 - Principal and Assistant Principal

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.

Different data points were analyzed to make educational decisions that would help us meet students' needs.

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

We decide to select strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement. Our main focus has been and will be to close the achievement gap, such as providing meaningful opportunities to English learners and students with IEPs.

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.

One of the school wide strategies designed specifically to meet the needs of historically underserved populations is the implementation of the Multi Tiered Systems of Support. This strategy will increase academic performance of our most needed population in both reading and math.

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).

The school wide strategies are designed specifically to meet the needs of historically underserved populations is the implementation of the Multi Tiered Systems of Support. This strategy will increase academic performance of our most needed population in both reading and math. We will be working towards academic performance improvement in reading and math for those students who are English learners and diverse learners.

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

We have designed a rigorous selection process to make hiring decisions. Administration screens candidates. Candidates who pass to the 2nd and 3rd steps of the process are interviewed by chosen staff members. We also invest in professional growth opportunities, and build positive workplace cultures to have greater efficiency and better outcomes

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.

Our school work closely with the Instructional Leadership Team, Behavioral Health Team, the Culture and Climate team and the Professional and the Professional Personnel Leadership Committee (PPLC) to organizing and empowering members to have a voice in the selection of professional development opportunities.

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

We create many opportunities to increase parent involvement, such as Family nights (three times a year) the Back to School Bash, the Operation Backpack, and also create opportunities for parents to volunteer in and out of the school activities.

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.

We create a transition program for PreK students who will be ready to enter to Kindergarten the following school year. We designed a Parent class to help parents have a better understanding on how to prepare

their children for this new educational phase. To execute this process we have a strong partnership with the Community and Family Services department of Loyola University Chicago.

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.

Our teachers are a vital component during the creation of the annual assessment plan.

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.

Our MTSS program will be servicing students with the provision of reading and math interventions. We will also offer academic After School opportunities as well as a Saturday Academy program.

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.

We offer a program to parents that include ESL classes for the non-English speaking parents twice a week. Parental groups led by the Behavioral and Health Team as well as our partners Loyola University and the James Jordan Foundation.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The Jordan Title I Parent Advisory Committee's members are all parents; they are integral in the development of the CIWP which includes the Parental involvement Plan. For the 2020-2021 and 2021-2022:

- ? We will provide open forum for information and decision making at LSC and PAC meetings.
- ? Jordan will seek to have all 6 parent spots filled on the LSC with a monthly review of the CIWP.
- ? Invite will parent to attend the committee meetings (whatever committees would align with CIWP such as ILT, Culture and Climate, Family Engagement, etc)
- ? Jordan will administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall school-wide program and parental involvement plan.
- ? We make results available to parents and the local community.
- ? Information compiled is used along with other data in the comprehensive needs assessment to determine the overall effectiveness of the school-wide program and the parental involvement plan.
- ? The CIWP will be made available to parents on the school website, the main office in the LSC Binder, and via meetings of the LSC, PAC, and PTA.

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

Jordan will invite parents to annual meetings in September 2020 and 2021 to explain the CIWP and Title I Plan. The Principal will explain the benefits and activities, federal guidelines, and the role, rights and responsibilities of all parents in the education of their children via Powerpoint. Parents will also be notified of their rights to know the qualifications of their child's teacher and if that teacher is highly qualified.

An Organizational chart will be displayed during Open House and available in the LSC Binder. The Local School Council will be involved in this process.

2020-2021 Title I Annual Meeting: September 24, 2020 at 8:15 am

2020-2021 Title I PAC Organizational Meeting September 24, 2020 at 9:30 am

2021-2022 Title I Annual Meeting September 23, 2021 at 8:15 am

2021-2022 Title I PAC Organizational Meeting September 23, 2021 at 9:30 am

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.

Jordan has an open door policy for the Main Office and parents and community members are welcome to come in from 8AM-3:30PM. We create opportunities for parents to provide suggestions to the school: We held monthly Parent Advisory Council meetings; also monthly Bilingual Advisory Committee, and monthly Local School Council meetings. These meetings are published and communicated to the public following the state and district policies for communication. We use different platforms to encourage parents to be a part of these meetings" School website, school Facebook and Twitter accounts, and sending flyers send home.

There is a Public monthly forum at all Parent Meetings including the LSC Meeting.

We also use surveys twice a year to listen to suggestions and concerns from parents. We also have partnerships with the James Jordan Foundation, Loyola University, and Refugee One. These partnerships allow us to increase our communication with parents.

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.

Jordan provides parents with multiple opportunities to inform them about the social-emotional and academic report of the students. We submit the yearly results of the standardized assessment -NWEA- that students in grades 3-8 take to measure the academic growth in Reading and Math.

We also notify the parents about the results of the state assessment, the Illinois Assessment of Readiness (IAR) that students in grades 3-8 take in reading and math. Also the results of other assessments are communicated to parents such as the GT Strategies for Pre-schoolers, the TRC/DIBELS for students in grades K-2, the Illinois Science Assessment (ISA) and the Algebra Exit exam that some of our 8th graders take.

Also, on a quarterly basis parents will be invited to participate in a school-wide event focused on literacy, math or science to further the parents knowledge of the school and its programs.

We will send the progress report of students after the 5th, 15th, 25th and 35th weeks. Parents will receive the Report card of the students four times a year at the end of each quarter. At the end of the 1st quarter and at the end of the third quarter, our school will host Parent/Teacher Conference days.

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.

Every teachers assigned to a specific class or program is being highly qualified as defined in the Title I Final Regulations. If for any reason the teacher of the student is not able to work for a time that goes beyond four weeks, our school will hire a temporary assigned teacher (TAT) who holds the qualifications required by the program the candidate is teaching. In the case we, for one or another reason, can not have a teacher highly qualified by the Title I Final Regulations, the school will notify the parents both, in writing and in a in-person meeting.

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.

Jordan parents are provided with the yearly results from the standardized assessment (NWEA) and the state assessment Illinois Assessment of Readiness; the parental notification will explain the academic achievement levels and areas of strength/growth for each student.

? If parents need additional support they are encouraged to request a meeting with the teacher, counselor or any administrative team member.

? Parents can also request additional support in understanding of the reports during PAC meetings.

Jordan school will send the progress report of students after the 5th, 15th, 25th and 35th weeks. Parents will receive the Report card of the students four times a year at the end of each quarter. At the end of the 1st quarter and at the end of the third quarter, our school will host Parent/Teacher Conference days

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.

Jordan's LSC and PAC makes parents aware of any workshops, conferences or resources available for parents during their regularly scheduled monthly meetings.

- ? PTA, PAC, and the Culture and Climate Team will sponsor activities at Jordan school that focus on literacy training, technology, art integration, internet safety, financial planning, etc.
- ? Vision for Families will sponsor parent dinners on literacy, technology, art integration and financial planning.
- ? Parents will be allowed to participate in volunteer opportunities coordinated by the PTA and teachers.
- ? Volunteers applications will be distributed by teachers and administration during Open House.
- ? All students in Pre-K through 5th grade will carry a folder which will hold school correspondence and homework assignments.
- ? 6th-8th grade will have a dedicated Facebook Page.
- ? Jordan will host a Back to School Informational Picnic.
- ? School committees and local community partners will have informational tables set up.

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.

Teachers will discuss Parent Engagement and tools to strengthen the Home-School Connection at PD throughout the year.

- ? Parents will be encouraged to attend field trips, school assemblies, and events held by PTA, PAC, Youth Guidance, and Vision for Families.
- ? These events will be on the Monthly Calendar given to parents.

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.

Jordan provides early literacy instruction through our State PreSchool for All Program.

- ? There are a total of 3 Preschool classrooms.
- ? There will be a separate Open House and Tour of the Preschool and Kindergarten classrooms.

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.

Jordan makes every effort to ensure that materials for parents are easily understood and provided in English and Spanish.

- ? Jordan make every effort in translating materials to other languages when needed.
- ? We have mechanisms in place for communicating with parents:
 - ? Principal newsletters
 - ? Teacher/parent communication logs
 - ? Conferences
 - ? Websites
 - ? Automatic phone system

Policy Implementation Activities

<input checked="" type="checkbox"/> The LSC will approve the school improvement plan and monitor the CIWP.
<input checked="" type="checkbox"/> In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.
<input checked="" type="checkbox"/> The school will coordinate the parent and family engagement programs identified in the CIWP.
<input checked="" type="checkbox"/> The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)
N/A

School-Parent Compact (Complete)

<p>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.)</p> <p>Jordan Community School is a community of learners that includes students, teachers, parents and neighborhood partners. We educate the whole child through standards based and student driven instruction that prepares our graduates for college and career through a balanced and integrated literacy approach, diverse learning experiences and character education.</p>
<p>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.</p> <p>We will promote parent-teachers conference days through different platforms: flyers, robocalls, newsletter, school website, marquee and school announcements during different school events. The conferences will be design to specifically discuss students academic and behavior progress, academic and behavior expectations and goals. A specific item to be discussed during these conferences is the on-track data for each student and strategies needed to succeed in meeting the expected goals. Teacher-Parent Conference Days will be held on November 18, 2020 for Quarter 1, and on April 21, 2021 for the third quarter.</p>
<p>The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.</p> <p>Parents will receive academic progress reports on weeks 5, 15, 25 and 35, Parents will also receive report cards on weeks 10, 20, 30 and 40 as follow:</p> <ol style="list-style-type: none">1. October 9, 2020: Progress report2. November 18, 2020: Report Card (Parent-Teacher Conference day)3. December 18, 2020: Progress report4. February 12, 2021: Report Card (Sent home with students)5. March 12, 2021: Progress report

- 6. April 21, 2021: Report card (Parent-Teacher Conference day)
- 7. May 21, 2021: Progress Report
- 8. June 22, 2021: Report Card (Sent home with students)

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

Parents will have access to meetings conferences with the school staff following this protocol:

1. Parents can request a conference in the main office (School clerk).
2. The school clerk will send the conference request to the teacher to determine an appointment.
3. School clerk will contact parents to confirm conference's day and time.

Conferences can happen before school (7:40 am to 8:00 am) or after school (3:00 to 3:30 pm.) In some specific occasions, meeting might happen during teacher's directed planning time.

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.

In order for parents to permanently volunteer in classrooms, they must go through the process and get clearance from CPS.

Parents may volunteer during school events throughout the school year.

Parents can volunteer in the classroom when planned in collaboration with the homeroom teacher and the administration.

There will be a purpose for the parent to participate as a volunteer and the results should be discussed.

Parents will be invited to be volunteers in activities to make the school a better place, e.g., beautification of the school, gardening projects, murals, Saturday activities, etc.

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

A parent will be contacted if their child is off-track for attendance, grades or misbehavior.

Teacher/administration will provide parents with specific action items to help their child be on-track.

During Reading Family Night, parents will learn how their children receive reading/math instruction and the strategies used in their classrooms by their teachers. the purpose of this is to encourage parents to use the same type of strategies at home.

School will utilize resources to have as many parents as possible to be actively engaged using the Parent Portal to monitor their students' grades and assignments.

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 will be invited to join the Local School Council.

All parents will be notified of upcoming LSC meetings through posting and LSC calendar. Parents are invited to participate in the meeting during the public participation portion. LSC parent representatives will make recommendations regarding educational decisions.

Parents will be encouraged to become active members of the Bilingual Advisory Committee (BAC) and of the Parent Advisory Council (PAC). School will appoint a staff members who will be in charge of informing and inviting parents to be a part of these opportunities.

All LSC, BAC and PAC meetings will be held at the school facility. The invitation will be done via robocall and flyers. They will be published using the school marquee, school website and Facebook and Twitter accounts.

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 have access to Student Portal. Classroom teachers will facilitate student sign up for Student Portal. Students will be able to monitor attendance and grades. As needed, students will create attendance, behavior, and academic contracts with classroom teachers and the school's counselor.

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.

The PAC will meet once a month with the purpose to provide parents/legal guardians, teachers/staff, and concerned community individuals with the opportunity to work with their principal in the planning, design, implementation, and evaluation of the Title I Program.

The principal designee will coordinate these efforts. Meetings will be announced through flyers, emails, robocalls, marquee, school website and social media.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$600.00
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.	\$500.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$750.00
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)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00

54205	<p>Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.</p>	\$600.00
54565	<p>Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$200.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.</p>	\$560.00