Milton Brunson Math & Science Specialty ES 2020-2022 plan summary

Team

Name	Role	Email	Access
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Nina Kucher	4th Grade Teacher	nkucher1@cps.edu	Has access
Janiyah Walker	Student Representative		No Access
Stacy Osideko	7th/8th Grade Teacher	soosideko@cps.edu	Has access
Janice Coats	Pre-K Teacher	jcoats@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/30/2020	Wilson, Finley-Jones, Gaines, Woods, Kucher, Rogers, Coats, Menczynski	CIWP Team Selection/

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

- 4 - Leadership for Continuous Improvement
    - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - 3 Enable staff to focus and prioritize what matters most
    - 4 Employ the skills to effectively manage change
    - 4 Make ?safe practice? an integral part of professional learning
    - 4 Collaborate, value transparency, and inform and engage stakeholders
    - **Evidence**:
- 4 - Structure for Continuous Improvement
    - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - 4 Design professional learning (PL) to achieve school-wide improvement goals
    - 4 Design and implement school day schedules that are responsive to student needs
    - 4 Align the budget to the CIWP priorities and the mission of the school
    - 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 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 4 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**: GLT Resource Libraries
- 3 - Instruction
  - o 4 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 2 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 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 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 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
  - o 4 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 3 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 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 2 Improve and promote assessment literacy
- o 3 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**:
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 3 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 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - 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 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)
  - o 4 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 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)

- 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 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 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 1 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 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)
- 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**:
- 4 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 4 - Relational Trust

- o 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)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - 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 3 Exercise student voice (REQUIRED: OSEL)
  - o 1 Authentically interact with community and civic leaders
  - o 1 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**:
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 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 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 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 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 4 Partner equitably with parents speaking languages other than English
- o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**1**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**4**
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**0**
4	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	Literacy Growth gen. ed. student population
Root Cause 1	Lack of differentiated tasks
Area of Critical Need 2	Literacy attainment among students with IEPs
Root Cause 2	Lack of higher DOK tasks for Tier 1 instruction
Area of Critical Need 3	Math Attainment among gen. ed student population
Root Cause 3	Lack of differentiated tasks
Area of Critical Need 4	Math Growth among students with IEPs
Root Cause 4	Lack of planning between gen. ed teachers and diverse learner teachers

[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: National School Growth Percentile - Reading (Grades 3-8) Students are performing below the National School Growth Percentile.	Overall		50.00	60.00
	Students with IEPs		45.00	55.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Students with IEPs are performing significantly lower than gen. ed students	Students with IEPs		25.00	40.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
evident by SQRP National Growth Percentile in Math.				
SQRP: National School Attainment Percentile - Math (Grades 3-8)	Overall		25.00	40.00
Gen. Ed students and those students with IEPs are performing below the National School Attainment Percentile in Math	Students with IEPs		15.00	30.00
Vision: Attendance Rate	Overall		94.00	95.00
The average daily attendance rate is below the Norm of 95%.				
(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

Strategies

Strategy 1

If we do...	Provide professional development focused around standards-based instruction using complex texts, complex differentiated tasks.stations, and the progression of tasks through Blooms and DOK

Then we see...	Learners engaged and challenged at high level through their tiered learning plans based on student data; teachers providing rigorous complex tasks and our learners utilizing their critical thinking skills to make informed decisions and apply their knowledge to solve real-world problems
which leads to...	50% of learners meeting NWEA Attainment.
Budget Description	LEAP partnership for Personalize Learning Professional Development $15,000 Funding Source 115 Budget Categories to Fund Professional Development Consultants/vendors
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation
Action steps	(Completed) By the end of the SY20-21 Quarter 1, teachers will receive professional development around the Learner Focused component of personalized learning. Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation (On-Track) Grade level teams will review their assessments and unit/lesson plans by using the EQUIP rubric as shared by the network. Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) By the end of SY20-21 Quarter 2, all instructional ladders will have evidence of differentiated instructional tasks or methods to reach all learners within their ZPD. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Personalized Learning: Tailored Learning/Differentiation, Science: Rigorous Tasks, Math: Rigorous Tasks (Not started) By the end of SY20-21 Quarter 3, teachers will receive professional development around the Learner Demonstrated component of personalized learning. Tags:Personalized Learning: Learner Agency, Personalized Learning: Tailored Learning/Differentiation (Not started) By the end of SY20-21 Quarter 3, teachers will receive professional development around the Learner Led component of personalized learning.

	Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation
	• (Not started) By the end of SY21-22 Quarter 4, teachers will receive professional development around the Learner Connected component of personalized learning. Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, SSCE: Informed Action: Project-based learning or Service Learning, Math: Rigorous Tasks • (Not started) By end of SY20-21 Quarter 2 teachers will have training around and implementation of SEL practices including but not limited to PATHS, SEL mediation through Calm Classrooms and Applications, and implementation of quiet spaces/calm corners in classrooms. Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

Strategy 2

If we do...	utilize CCSS aligned balanced assessments, differentiated for accessibility and to provide a comprehensive picture of student learning, in addition to strategic rubrics which correspond to where learners are in their personalized learning plans
Then we see...	teachers engaged in data cycles analyzing the impact on student achievement, improvement in learners self-monitoring their progression towards skill mastery
which leads to...	70% of students meeting NWEA Growth Targets.
Budget Description	Possible Resources - Human Resource Planning Time Grade Level Funding Sources 115 and 332 Budget Categories Teacher Position, Materials (instr. and software) IXL and Lexia Purchase est. $17,000
Tags	Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, CBE: Performance Based-Assessment, CIDL: Curriculum, CIDL: Digital Learning, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Personalized Learning: Authentic Learning, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation
Action steps	• (Postponed) By the end of the SY 20-21 Quarter 1, 100% of teachers will be trained in constructing differentiated rubrics. Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Personalized Learning: Tailored Learning/Differentiation

	• (Not started) Monitor ASPEN and provide feedback to teachers quarterly. Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) By the end of the SY 20-21 Quarter 2, teachers will co-create learning plans with learners. Tags:CBE: Performance Based-Assessment, Literacy: Key Practice #4-Authentic Learning Experiences, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation • (Not started) Learners will use their prescription plans to monitor their progress through needs work skills as evidenced by EdTech tools and teacher created assessments. Tags:Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, CIDL: Digital Learning • (Not started) Learners will use their prescription plans to monitor their progress through SEL focus skills as evidenced through self reflections and their daily interactions with peers and staff. Tags:CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions

Strategy 3

If we do...	Implement Personalized Learning Curriculum, that is Learner Focused (distinct to individual learner needs, strengths and interests
Then we see...	Increased development of agency in our learners empowered to understand their strengths, area of focus, and learning styles; learners taking ownership of their learning by co-creating learning plans, unit plans, and monitoring and reflecting on their learning process.
which leads to...	70% of students meeting their NWEA Growth targets.
Budget Description	LEAP partnership for Personalize Learning Professional Development $15,000 Funding Source 115, 332, 220 Budget Categories to Fund Professional Development Consultants/vendors, Equipment, Supplies
Tags	Curriculum, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks

Action steps	• (Not started) By the end of SY20-21, all teachers at Brunson will receive ongoing professional development around personalized learning during School Improvement Days. Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation • (Postponed) Each year the ILT will review the most recent NWEA test data to identify target groups and tiering based on their RIT. Tags:Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps • (Completed) By the end of each first quarter, each school year, teachers will administer student interest surveys. Tags:CBE: SEL Integration, Personalized Learning: Tailored Learning/Differentiation • (On-Track) All teachers will continue to use EdTech tools in their classroom to supplement learning and to assess mastery of personalized learning skills. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation • (Not started) Brunson teachers will continue to implement and refine their use of instructional ladders to ensure differentiated and targeted instruction for their learners. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks • (Not started) Teachers that attend LEAP training from Cohort PNC7 will become their GLT personalized learning champion and will be responsible for sharing their direct professional development knowledge with their team quarterly. Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation • (Not started) By the end of Fall SY20-21 students will collaborate with teachers to identify strengths and create a plan to set and reach their learning goals. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Learner Focused

	• (Not started) By the end of SY20-21 Quarter 1, all teachers will have a plan to implement project-based learning with their learners. Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks • (On-Track) By the end of the SY20-21 Quarter 1, all teachers will teach adopted SEL curriculum for K-8th Grade. Tags:OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions • (Not started) Throughout the SY20-21, teachers will incorporate health and wellness instruction in their weekly instruction. Tags:Health & PE: Health Education Skill-Based Curriculum, OSEL: SEL Instruction

Strategy 4

If we do…	Focus on intentional small group instruction using the instructional ladder lesson plans and implement monthly data inquiry cycles in grade level to analyze student work samples, progress monitor Ed Tech Tools (IXL, LEXIA, Map Skills, Khan Academy), conduct peer observations to review feedback to develop teacher leaders.
Then we see…	Learners engaging naturally in small group and independent learning activities to assist in progressing to meet their target goals and teachers implementing a data-driven curriculum that is rigorous and common core aligned; learners progressing meaningfully through the curriculum and displaying mastery of skills.
which leads to…	70% of students meeting NWEA Growth Targets.
Budget Description	Possible Resources - Human Resource Planning Time Grade Level Funding Sources 115 and 332 Budget Categories Teacher Position, Materials (instr. and software) IXL and Lexia Purchase est. $17,000, Ext. Day Buckets
Tags	Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Adaptive Pacing, CIDL: Digital Learning, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery, Science: Rigorous Tasks, Math: Rigorous Tasks, Math: Student Discourse
Action steps	• (Not started) Teachers will grow in their roles as facilitators for learner-led activities and engagement in project-based learning. Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused

- (Not started) Teachers will create a learning environment that will increase learner agency, learner ownership of student work through self monitoring practices, and advocacy for their areas of growth as depicted in student learning plans.

  Tags:CBE: Adaptive Pacing, CIDL: Digital Learning, MTSS: Progress Monitoring, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery

- (On-Track) The Instructional Coach will conduct instructional rounds focusing on the academic tasks and learner performance.

  Tags:Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, Science: Rigorous Tasks, Math: Rigorous Tasks

- (Not started) Teacher teams will collaborate quarterly to analyze tasks in order to determine their DOK level and common core alignment.

  Tags:Assessment: Improving Assessment Literacy, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Science: Student Discourse, Math: Rigorous Tasks, Math: Student Discourse

- (Not started) Teachers will conduct learning walk-throughs with their grade-level cohort to provide constructive feedback on small group instruction.

  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Personalized Learning: Authentic Learning, Science: Rigorous Tasks, Math: Rigorous Tasks

- (Not started) By the end of SY20-21 Quarter 2 and Quarter 3, teachers will coordinate an afterschool NWEA boot camp for students to practice their targeted needs-work skills as identified by MAP Skills and the NWEA Itemized report.

  Tags:MTSS: Progress Monitoring, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) By the end of SY21-22 Quarter 2 and Quarter 3, teachers will coordinate an afterschool NWEA boot camp for students to practice their targeted needs-work skills as identified by MAP Skills and the NWEA Itemized report.

  Tags:MTSS: Progress Monitoring, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

Action Plan

Strategy 1

On-Track Oct 06, 2020

Grade level teams will review their assessments and unit/lesson plans by using the EQUIP rubric as shared by the network.

Sep 08, 2020 to Jun 22, 2021 - GLT, Teachers

Completed Nov 11, 2020

By the end of the SY20-21 Quarter 1, teachers will receive professional development around the Learner Focused component of personalized learning.

Feb 19, 2020 to Nov 05, 2020 - Administration, Instructional Coach, LEAP Champions

Not started Nov 11, 2020

By the end of SY20-21 Quarter 3, teachers will receive professional development around the Learner Demonstrated component of personalized learning.

Feb 05, 2021 to Apr 15, 2021 - Administration, Instructional Coach, LEAP Champions

By the end of SY20-21 Quarter 3, teachers will receive professional development around the Learner Led component of personalized learning.

Apr 15, 2021 to Jun 22, 2021 - Administration, Instructional Coach, LEAP Champions

By the end of SY21-22 Quarter 4, teachers will receive professional development around the Learner Connected component of personalized learning.

Sep 07, 2021 to Nov 04, 2021 - Administration, Instructional Coach, LEAP Champions

By the end of SY20-21 Quarter 2, all instructional ladders will have evidence of differentiated instructional tasks or methods to reach all learners within their ZPD.

Oct 01, 2020 to Feb 04, 2021 - Teachers

By end of SY20-21 Quarter 2 teachers will have training around and implementation of SEL practices including but not limited to PATHS, SEL mediation through Calm Classrooms and Applications, and implementation of quiet spaces/calm corners in classrooms.

Oct 01, 2020 to Feb 04, 2021 - Teachers, SEL Leaders

Strategy 2

Learners will use their prescription plans to monitor their progress through needs work skills as evidenced by EdTech tools and teacher created assessments.

Oct 05, 2020 to Jun 22, 2021 - Teachers

Postponed Oct 06, 2020

By the end of the SY 20-21 Quarter 1, 100% of teachers will be trained in constructing differentiated rubrics.

Sep 08, 2020 to Nov 05, 2020 - Administration, Instructional Coach, Cohort Leads

By the end of the SY 20-21 Quarter 2, teachers will co-create learning plans with learners.

Oct 05, 2020 to Feb 04, 2021 - Teachers

Monitor ASPEN and provide feedback to teachers quarterly.

Sep 08, 2020 to Jun 22, 2021 - Administration

Learners will use their prescription plans to monitor their progress through SEL focus skills as evidenced through self reflections and their daily interactions with peers and staff.

Oct 05, 2020 to Jun 22, 2021 - Teachers

Strategy 3

By the end of SY20-21, all teachers at Brunson will receive ongoing professional development around personalized learning during School Improvement Days.

Sep 08, 2020 to Jun 22, 2021 - ILT, Administration, Personalized Learning Leaders

Postponed Nov 06, 2020

Each year the ILT will review the most recent NWEA test data to identify target groups and tiering based on their RIT.

Sep 08, 2020 to Oct 30, 2020 - ILT, GLT

Completed Sep 29, 2020

By the end of each first quarter, each school year, teachers will administer student interest surveys.

Sep 08, 2020 to Nov 05, 2020 - Teachers

On-Track Nov 11, 2020

All teachers will continue to use EdTech tools in their classroom to supplement learning and to assess mastery of personalized learning skills.

Sep 08, 2020 to Jun 22, 2021 - Teachers

Brunson teachers will continue to implement and refine their use of instructional ladders to ensure differentiated and targeted instruction for their learners.

Sep 08, 2020 to Jun 22, 2021 - Teachers, Administration, Instructional Coach

Teachers that attend LEAP training from Cohort PNC7 will become their GLT personalized learning champion and will be responsible for sharing their direct professional development knowledge with their team quarterly.

Sep 08, 2020 to Jun 22, 2021 - LEAP Trained Teacher, Administration, GLT

By the end of Fall SY20-21 students will collaborate with teachers to identify strengths and create a plan to set and reach their learning goals.

Sep 08, 2020 to Nov 05, 2020 - Teachers

By the end of SY20-21 Quarter 1, all teachers will have a plan to implement project-based learning with their learners.

Sep 08, 2020 to Nov 05, 2020 - Teachers

On-Track Nov 11, 2020

By the end of the SY20-21 Quarter 1, all teachers will teach adopted SEL curriculum for K-8th Grade.

Sep 08, 2020 to Nov 05, 2020 - Teachers

Throughout the SY20-21, teachers will incorporate health and wellness instruction in their weekly instruction.

Sep 08, 2020 to Jun 22, 2021 - Teachers

Strategy 4

Teachers will grow in their roles as facilitators for learner-led activities and engagement in project-based learning.

Sep 08, 2020 to Jun 22, 2021 - Teachers, LEAP Champions

Teachers will create a learning environment that will increase learner agency, learner ownership of student work through self monitoring practices, and advocacy for their areas of growth as depicted in student learning plans.

Sep 08, 2020 to Nov 05, 2020 - Teachers, LEAP Champions

On-Track Nov 11, 2020

The Instructional Coach will conduct instructional rounds focusing on the academic tasks and learner performance.

Sep 08, 2020 to Jun 22, 2021 - Instructional Coach, Administration

Teacher teams will collaborate quarterly to analyze tasks in order to determine their DOK level and common core alignment.

Sep 08, 2020 to Jun 22, 2021 - GLT

Teachers will conduct learning walk-throughs with their grade-level cohort to provide constructive feedback on small group instruction.

Sep 08, 2020 to Nov 05, 2020 - Administration, GLT

By the end of SY20-21 Quarter 2 and Quarter 3, teachers will coordinate an afterschool NWEA boot camp for students to practice their targeted needs-work skills as identified by MAP Skills and the NWEA Itemized report.

Feb 04, 2021 to Apr 15, 2021 - Teachers, ILT, Instructional Coach

By the end of SY21-22 Quarter 2 and Quarter 3, teachers will coordinate an afterschool NWEA boot camp for students to practice their targeted needs-work skills as identified by MAP Skills and the NWEA Itemized report.

Feb 03, 2022 to Apr 14, 2022 - Teachers, ILT, Instructional Coach

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.

Milton Brunson utilizes Chicago Public School, School Quality Rating Policy, or SQRP, as the data source to analyze the achievement of students.

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

A schoolwide reform strategy that is supported by ESSA is Universal Design for Learning, (UDL). UDL promotes Personalized Learning that provides opportunities for all students to meet proficient and advanced levels of academic achievement. Personalized Learning meets the needs of all students by providing individualized instruction tailored to meet each student's needs.

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.

Evidence-based strategies used to improve student achievement consists of digital and non-digital resources. Digital resources allow students to access digital learning materials and collaborate with peers and related training for educators. Digital Licenses for IXL provide individualized instruction for students tailored to meet students' needs and allows students to collaborate on the same skills. Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. Milton Brunson has purchased Scholastic Leveled Readers and teachers receive ongoing professional development on best practices for small group instruction.

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).

We provide counseling services and have partnerships with Loyola and the University of Chicago to provide Trauma Responsive Education to at-risk students. Partnership with Becoming A Man provides mentoring to our at-risk males. Extended-School- Day provides tutoring for students not meeting academic achievement standards.

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

The strategies used to attract high-quality, highly qualified teachers are listing all vacancies on CPS Taleo or School Board. Milton Brunson also attends District Job Fairs and provide educational pamphlets to prospective candidates detailing the partnerships and benefits of teaching at Milton Brunson.

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.

State of the School Address is made annually. The State of the School is when the principal reviews school-wide data and reform efforts. Staff meetings are held quarterly analyzing student data and the impact evidence-based strategies have on student achievement. High-quality and on-going professional

development for teachers occurs weekly in our Grade Level Team meetings. Local School Council Meetings are held monthly to update all stakeholders of Milton Brunson's progress.

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

Milton Brunson is big on community involvement in order to sustain and in hopes to increase enrollment. There is a Parent Room located on the 1st floor by the office which is open to parents. It provides computers and printers for parents to work on childcare or job applications. Brunson believes in providing a learning environment that supports and includes the scholar, parents, and community. Parents are encouraged to attend Parent Advisory Council meetings, become approved CPS parent volunteers, stay informed of district/school-wide initiatives, and outreach for special school and community events. Brunson has a partnership with Westside Health Authority to offer our parents? financial workshops, health and wellness workshops, job search leads, and community services. Westside Health Authority also supports 10 parent mentors with a stipend after parents complete 100 hours of tutoring in a classroom at the kindergarten to second-grade levels. We continually strive to engage parents in the learning process and our school community.

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.

Step Up to Kindergarten Summer Program is offered to students transitioning from Pre-School to Kindergarten.

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.

Teachers vote annually on the school's Assessment Plan, which details which assessments we will use. Teachers also participate/lead 5-week Performance Management Sessions analyzing data and discuss the instructional programs and their impact on student achievement.

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.

Multi-tiered Support Systems are in place to provide intensive interventions for those students who demonstrate difficulty mastering the proficient or advanced levels of academic achievement standards. Students receive interventions in a timely fashion.

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.

Coordination and integration of federal, state, and local services and programs will be implemented and support by Principal and Assistant Principal, ILT, LSC, and PPLC committees to ensure that the programs are implemented with fidelity.

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.**
>
> Milton Brunson takes a proactive approach to fostering collaboration with parents. We utilize the school's website, Facebook, and Twitter pare to invite parents to attend school-wide meetings. Brunson invites parents to join the Parent Advisory Council (PAC). The PAC, BAC and Local School Council meet monthly to provide up to date budget and school information. Flyers are posted on the school doors, and information is available on parent table & in the parent room (Room 104).

> **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 meeting will be in late September 2020. The Title 1 PAC organizational meeting will be held one week from title 1 meeting during the first week of October 2020. Brunson will use various methods of communication to inform parents of meetings throughout the school year. Notices will be posted in the school's main entrance,office, school's website and parent engagement room.

> **At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.**
>
> The school will respond within 10 school days in writing to individual parent suggestions. Parent survey forms are located in the main office and the school website. Updates of suggestions will be shared at PAC meetings, BAC and, LSC meetings. Suggestions that have

opportunities for school-wide or small scale implementation will be discussed at ILT meetings to best determine possible actions to be taken.

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

Parents/Guardians will receive copies of individual student results of state assessments (math, language arts, and reading) as soon as they are made available. Results will be distributed to students to take home. In addition the most recent test results will be reviewed with
parents by their students' classroom teacher when they come in to pick up report cards for both the first and third academic quarters. This will ensure multiple opportunities to involve parents in their students academic performance by reviewing the data and beginning the
process of planning for a bridge between the school and home to better help the parent support their student when they are not in the classroom.

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.

Parents will receive timely notice based on guidelines set forth by CPS and the State Board of Education.

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.

Brunson will provide assistance to parents of children served by our school, as appropriate, in the understanding of topics: state's student academic achievement standards, the state and local academic assessments including alternate assessments; the requirements of Title 1,
Part A; how to monitor their child's progress; and how to work with educators.

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

The staff at Brunson is committed to involving our parents in numerous activities that will keep them involved and improve academic achievement. This will be accomplished by: parent teacher conference days, curriculum nights, literacy and math parent workshops, newsletters to
parents, assessment results being shared in a timely manner, access to parent room and use of technology, as well as parent teacher conferences to discuss in detail the work their student is completing in the classroom and what expectations are set for the work that is being
taken home.

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.

Staff will be involved in professional development on communicating with parents and how to form partnerships by using the beginning of the school year training days. In addition, staff will receive the necessary follow up training(s) at weekly staff meetings when applicable.

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.

Brunson will, to the extent feasible and appropriate, coordinate parental involvement programs and activities to aid in the transition to kindergarten. Staff will attend appropriate transitional meetings, invite parents to attend LSC and PAC meetings, family night, 7th grade and 8th
grade ribbon pinning ceremonies, and we will hold informative meetings during report card pick up about how parents can best support their student's academic performance inside and outside of the classroom.

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.

Brunson communications will be sent to the parents in both English and Spanish. All communication sent home will also be posted on the school's website & social media pages. The school will make attempts to provide written and oral communications to parents who speak a
language other than English or Spanish when appropriate.

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.)

Brunson will provide a challenging academic curriculum aligned to Common Core State Standards, Provide multiple learning opportunities to meet the individual needs of all students through personalized learning, inclusion, and small group instruction during the school day and after-school; Use technology to support and enhance learning, and Ensure to the extent possible, information is sent home is in a language and form parents can understand.

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.

Brunson will hold parent teacher conferences during Report Card Distribution Day (CPS schedule), held the first and third marking period. 3rd, 6th, and 8th grade teachers, administration, counselor will meet with parents to review promotion policy and graduation requirements
as well as the most recent standardized testing data and students current academic and behavioral performance within the classroom. Conferences for students at risk will be held when needed.

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

Brunson will provide parents with progress reports every five weeks. Reports will include grades, assessment data, and additional student reports. Parents are also highly encouraged to obtain access to Parent Portal to have immediate access to grades as well as contact their
students teacher through email when a question concerning their child comes up.

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 staff through various mode of communication (all notices will be translated in student's native language, email, school website). Parents are encouraged to schedule conferences before school, after-school, or the teacher's availability.

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

Parents are encouraged to complete the CPS volunteer application for approval. Parents are encouraged to volunteer during the school day, after-school or field trips. Parents assignment is determined by the volunteer coordinator. Parents may also schedule a day with
classroom teacher and principal approval. CPS Policy will be followed for all volunteer and classroom observation opportunities.

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

Parents will support their children's learning by: monitoring parent portal for grades (homework completion), monitor attendance (send students to school on time daily); establish routines to support their children success in school: appropriate bed time, monitor attendance,
homework completion and engaging their students in conversations daily about what they did in school and asking about what they learned.

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 are encouraged to join Parent Advisory Council (PAC), Bilingual Advisory Council(BAC), attend Annual Title 1 meeting, and monthly BAC/ LSC meetings. The Local School and Bilingual Council invites parents to attend monthly meetings to keep them informed of schoolwide events and school-wide data.

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).

We believe that students share the responsibility to improve academic achievement and achieve the State's high standards. Students can accomplish this by: attending school regularly and arrive on time, complete classwork and homework assignments, follow CPS student code
of conduct. Students are also required to follow the school-wide positive behavior support system.

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.

Provide opportunities to parents in learning and developing skills that will support their relationships with their child and their child's school. Conduct workshops on practices that will assist parents in providing an effective home environment, acquire new skills, and introduce
community resources.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$711.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$600.00

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)	$347.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$475.00
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.	$200.00
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.	$200.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00