

# Marvin Camras Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
02/19/2020	Vasquez, Tobias, Jabra, Wojcik, Argumedo, Dominicci, Valdes, Ajavon, Jaros, Shums	Selecting Critical Areas
01/27/2020		

## Framework

## Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

## Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** \* GLT agendas, ILT agendas
- 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
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 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:** GLT agendas, ILT agendas, hallway displays

## 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
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 2 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:** EL curriculum, Math curriculum, classroom libraries, walk through
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 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:** walk through, curriculum material, My school, My voice, peer observations, teacher self reporting.
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 2 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:** Walk through, curriculum material, peer observations, teacher self reporting, current CIWP progress monitoring.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 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)
  - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 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:** Walk through, curriculum material, peer observations, teacher self reporting, current CIWP progress monitoring
- 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:** Counseling plan, curriculum resources,

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

- **Evidence:** My School, My Voice, GLT, ILT
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Student Council, Social Justice club, curriculum resources, OST options.
- 3 - Physical and Emotional Safety
  - 3 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)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** BHT agenda, discipline referrals, informal parent conversations.
- 2 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Informal teacher input, student input.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 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)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English

- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** BAC, PAC

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## School Excellence Framework Priorities

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

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## Goals

### Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Curriculum and Instruction - Problem-based learning and focus on NGSS standards
Root Cause 1	Time and curriculum constraints plus teacher misconceptions around this type of teaching and learning
Area of Critical Need 2	Physical and Emotional Safety
Root Cause 2	There is not a strategic support plan in place to help newly enrolled students transition into the school culture
Area of Critical Need 3	Family and Community Engagement
Root Cause 3	There are not enough opportunities for families and community to participate in the school which is partly due to untapped technology resources as sources of communication; i.e., social media, website, marquee...

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math)	Overall		42.00	45.00
low attainment for several years.				
Vision: NWEA Attainment G2-8 (Math)	Students with IEPs		15.00	20.00
IL-EMPOWER Grant				
Vision: NWEA Growth G3-8 (Reading)	Latino (Male)		60.00	65.00
Our on track data for the past 6 years have shown that beginning in 4th grade, Latino females begin to out perform Latino males. By 8th grade, Latino females are performing twice as well as Latino males.				
Vision: Attendance Rate	Latino (Male)		95.00	95.50
Our on track data for the past 6 years have shown that beginning in 4th grade, Latino females begin to out perform Latino males. By	Latina (Female)			



Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
8th grade, Latino females are performing twice as well as Latino males.				
Vision: NWEA Attainment G2-8 (Reading) IL-EMPOWER Grant	Students with IEPs		23.00	27.00

### 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...	deliver ongoing professional learning to develop supportive relationships with students and imbed SEL in Tier 1 instruction
Then we see...	students will engage in Tier 1 instruction with minimal interruptions
which leads to...	foster supportive adult-student relationships to prevent and de-escalate behavior and attendance issues for latino males with less than 94% attendance
Budget Description	Professional development,
Tags	OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment

Action steps	<ul style="list-style-type: none"> <li>• (Not started) Create strategic plan that allows students to identify an adult they trust in the building Tags:</li> <li>• (Not started) Survey students, give information to all classroom teachers to know who that student identifies with. Tags:</li> <li>• (Not started) Host events throughout the year that students/staff interact on SEL topics Tags:</li> <li>• (Not started) Provide ongoing professional development through SEL responsive classroom, developmental designs practice sessions with teachers restorative conversations Tags:</li> </ul>
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**Strategy 2**

If we do...	examine our potential biases
Then we see...	staff will become aware of their own biases
which leads to...	assist them in matching their approaches to their students? preferences and strengths while increasing reading attainment.
Budget Description	
Tags	Equity: Resource Equity, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Survey staff on instructional approaches Tags:</li> <li>• (Not started) Create Learning Profiles for Students Tags:</li> <li>• (Not started) Read professional text(s) on biases in instructional approaches, or biases in teaching in general Tags:</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Bias Professional Development/Training</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Re-Survey staff on instructional approaches</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Progress Monitor Instruction through walk-thru?s/ peer observations</li> </ul> <p>Tags:</p>
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**Strategy 3**

If we do...	train staff on having restorative conversation and give strategies to create supportive interactions
Then we see...	there will be more community and positive interactions for students and staff
which leads to...	create a sense of security and foster relationships that will allow students to feel more comfortable talking to staff and feel more receptive to feedback
Budget Description	
Tags	Assessment: Curriculum Equity Initiative, CBE: SEL Integration, Equity: Fair Policie sand Systems, ODLSS: Behavior Support, OSCPA: Social/Emotional Support
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Reinstate the SEL team</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Develop professional development plan and program around community development</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Create a learning cycle/action research around classroom implementation of learning</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Analysis of school climate/individual support and trust of staff members</li> </ul> <p>Tags:</p>

	<ul style="list-style-type: none"> <li>• (Not started) Establish protocol for check-ins for staff/student relationship building with identified students</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Monitor/modify check-ins protocol with students in program</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Create plan protocol for restorative conversations</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Implement/monitor protocol for restorative conversations</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Host events throughout the year that students/staff interact on SEL topics</li> </ul> <p>Tags:</p>
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**Strategy 4**

If we do...	work to engage with our families as partners in educating our children
Then we see...	a mutual partnership with families that promotes learning
which leads to...	an increase in parent engagement as measured by 5 Essentials data for involved families from Neutral (52) to 62 (Strong).
Budget Description	
Tags	Family & Community Engagement, FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Engage in professional reading/ discussion around building partnerships with parents: 1.) Beyond The Bake Sale: The essential Guide to Family-School Partnership Chp. 2 and 3 2.)The Essential Conversation: What Parents and Teachers Can Learn From Each Other by Sarah Lightfoot) 3.) Debunking the Myth of Hard to Reach Parents</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Develop a quarterly events (in person or virtually) where parents and teachers can connect home and school</li> </ul>

	<p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Engage parents around standards of focus for the month and provide parents with strategies to support learning/ Parent child activities</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Create a tracking system of who is related to whom</li> </ul> <p>Tags:</p>
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## Action Plan

### Strategy 1

Create strategic plan that allows students to identify an adult they trust in the building

Jul 01, 2020 to Aug 07, 2020 - SEL Team

Survey students, give information to all classroom teachers to know who that student identifies with.

Jan 04, 2021 to Jan 08, 2021 - SEL Team

Host events throughout the year that students/staff interact on SEL topics

Feb 01, 2021 to May 31, 2021 - SEL Team

Provide ongoing professional development through SEL responsive classroom, developmental designs practice sessions with teachers restorative conversations

Sep 01, 2020 to Apr 30, 2021 - SEL team

### Strategy 2

Survey staff on instructional approaches

Aug 24, 2020 to Sep 04, 2020 - S-ILT

Create Learning Profiles for Students

- GLTs

Read professional text(s) on biases in instructional approaches, or biases in teaching in general

- S-ILT

Bias Professional Development/Training

- S-ILT/Vendor

Re-Survey staff on instructional approaches

- S-ILT

Progress Monitor Instruction through walk-thru's/ peer observations

- S-ILT/GLT

### **Strategy 3**

Reinstate the SEL team

Jul 01, 2020 to Jul 31, 2020 - Admin

Develop professional development plan and program around community development

- S-ILT/SEL

Create a learning cycle/action research around classroom implementation of learning

- S-ILT

Analysis of school climate/individual support and trust of staff members

- SEL

Establish protocol for check-ins for staff/student relationship building with identified students

- SEL/BHT-MTSS

Monitor/modify check-ins protocol with students in program

- SEL

Create plan protocol for restorative conversations

- SEL

Implement/monitor protocol for restorative conversations

- SEL

Host events throughout the year that students/staff interact on SEL topics

- SJC/SEL

## Strategy 4

Engage in professional reading/ discussion around building partnerships with parents: 1.) Beyond The Bake Sale: The essential Guide to Family-School Partnership Chp. 2 and 3 2.)The Essential Conversation: What Parents and Teachers Can Learn From Each Other by Sarah Lightfoot) 3.) Debunking the Myth of Hard to Reach Parents

Nov 01, 2020 to Feb 28, 2021 - Engineering Team

Develop a quarterly events (in person or virtually) where parents and teachers can connect home and school

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Engage parents around standards of focus for the month and provide parents with strategies to support learning/ Parent child activities

-

Create a tracking system of who is related to whom

Jul 01, 2020 to Jul 31, 2020 -

## Fund Compliance

### ESSA Program

ESSA Schoolwide Program

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

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

### ESSA Schoolwide Program

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

The school annually reviews the school wide plan/program. The school wide 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.

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

Have well defined structures and protocols to ensure students are receiving high quality instruction and interventions as needed to accelerate growth.

**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.**

Teachers receive ongoing bias training to help identify both personal and instructional biases that may be limiting student growth. Supplement curriculum with culturally relevant material to engage students.

**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).**

Students identify adult mentors. Students identify need area and help devise plan and self monitor plan to achieve goals.

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

Champion a vision that will create change for our students. Have effective teachers participate in recruiting/interviewing process.

**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.**

The instructional leadership will both look for, use and promote the use of continued updated research to promote equity amongst all students.

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

Have Engineering team focus on building school culture during

**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.**

Work with PreK and K staff to provide an orientation for students and parents for transition.



**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.**

Assessment plan will be created in collaboration with teacher groups and shared with staff for input. Grade levels will disaggregate data to support student growth.

**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.**

Ensure differentiation in Tier I instruction. Implement an MTSS program that looks for the root cause of concern. Host extended day for students who need additional support.

**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.**

Counselor and social worker will create a plan and implement plan that coordinates support programs. These programs will be created alongside stakeholders to ensure we are supporting our community to fully engage in the learning process.

## **ESSA Targeted Assistance Program**

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## **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.**

Parent meetings will be held in (BOY, MOY, and EOY) September, January and June to discuss parent family engagement plan and policy and update as necessary.

**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**

Camras will host Open House in the first two weeks of school. General information about the school will be given then by Administration. Camras will hold it's Title I Annual and Organizational meeting on September 2020 and late September 2021.  
PAC will be scheduled monthly except in shorter months (ie December)

**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.**

In addition to monthly PAC meetings, the principal will host monthly or bimonthly coffee with the principal. In addition, larger concerns will be brought to LSC

**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.**

School will send the reports home (usually with report card).

**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.**

If a teacher is not deemed "highly qualified" and is teaching students for at least four weeks, a written notification will be sent home in those students' Friday folders.

**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.**

Achieved by sending notifications in the native language, about the curriculums, making information meetings about those assessments, 8th grade will use parent portal during parent teacher conferences and all parents conferences. Parents can request an individual meeting with the students.

**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.**

School will continue to work with parents to determine which areas parents would like workshops in. School will send out information regarding workshops available through Parent University.

**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.**

Parent mentor, part of PAC and join LSC. Communication plays a big factor. We will be working on school wide modes of communication.

**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.**

Encourage more parents to participate in reading with their students by carrying a book everyday . Parents write what their children .. Parents letters of the week.

**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.**

Weekly communication will be sent home with students in the Friday folder. Additionally information will be sent via SchoolCnxt, Camras website, and/or e-mail/robocall.

### Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

n/a

### School-Parent Compact (Complete)

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment 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.)**

Teachers will work on continuing to work on promoting student efficacy. They will begin to institute project based learning. They will take a deeper look at the tasks they are asking students to do for Rigor. We will continue to survey and get feedback from students to see how they feel safe and challenged at school. Enrichment and Intervention block for grades 5-8 when deemed safe by CDC.

**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.**

We will host our parent/teacher conferences in November and April. We will be integrating more the use of technology that is readily available so the conversations will deepen. We will meet with parents whose students are not meeting the standards to identify plans.

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

We will train parents on the use of parent portal so they have up to date information on their children. In addition, 5 week progress reports will go out to parents. Students that are set to receive a more intensive intervention

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

Parents can contact teachers and/or the office to make appointments with staff members. This allows for full preparation for the meeting and dedicated 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.**

Parents must register as parent volunteer. Any parents working directly with students in the building or classroom must go through fingerprinting. We have the following structured parent volunteer opportunities. Parent mentor program, voluntary field trips, Parent patrol, Thursday copy crew.

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

Parents will support will go to parent/teacher conferences. Get involved, participate, open communication/ask teachers questions, checking homework regularly, keeping track of attendance.

**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 go to the parent/teacher conferences. Go to the committee meetings, coming to the workshops.

**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).**

Have a positive mindset by knowing that even if you don't know yet, with hard work and perseverance, you will be able to achieve anything. Be in school everyday on time. Put your best work forward, even homework. Stay calm and participate in classroom.

### 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.**

Goal 1: Parents understand how to use technology that will allow them to better support their students' academic achievement by monitoring student academic records and providing

Goal 2: Increase parent participation by building a shared understanding having high academic and SEL expectations while providing equity.

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

#### Account(s)

#### Description

#### Allocation

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00

<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00