James Monroe Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Maria Reyes	Primary, EL	MMReyes2@cps.edu	No Access
Arnold Gail	Institutional Memory	garnold@cps.edu	No Access
Bridget Kelly	PL Cohort 1, Literacy	bkkelly@cps.edu	No Access
Rose Seibel	Leap Cohort 2, Middle School	raseibel@cps.edu	No Access
Maria Galvan	EC, EL	mgherrera1@cps.edu	No Access
Connie Oshana	Leap Cohort 2, Math	coshana@cps.edu	No Access
Kathy Panek	DL Case Manager	kpanek1@cps.edu	No Access
Maria Guttierez	LSC President		No Access
Bethaizda Pena	LSC Parent		No Access
Karen Palma	LSC Parent		No Access
Cristina Lara	LSC Parent		No Access
Amanda Dietrich-Yu	LSC Community Member		No Access

Team Meetings

Date	Participants	Topic
02/19/2020	ILT/CIWP team	Data Snapshot: Summary Statements to add to CIWP
03/11/2020	ILT/CIWP team	5 Why's Protocol
04/15/2020	ILT/CIWP team	Root Cause Analysis
04/21/2020	ILT/CIWP team	Theory of Action
04/23/2020	ILT/CIWP team	Action Steps

Date	Participants	Topic
04/27/2020	ILT/CIWP team	CIWP Rubric
04/29/2020	ILT/CIWP team	CIWP Wordsmithing
05/19/2020	ILT/CIWP team	CIWP Review and Finalize Theory of Action
05/19/2020	ILT/CIWP team	CIWP Review and Finalize Action Steps
05/27/2020	ILT/CIWP team	CIWP Completion and Celebration
04/28/2020	LSC/CIWP team	CIWP Overview and Feedback
05/12/2020	LSC/CIWP team	CIWP and Budget Draft
06/05/2020	LSC/CIWP team	CIWP Approval

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
  - 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)
  - 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
  - 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

- o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- o 4 Design professional learning (PL) to achieve school-wide improvement goals
- o 4 Design and implement school day schedules that are responsive to student needs
- o 3 Align the budget to the CIWP priorities and the mission of the school
- o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 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

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 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 3 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 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**:
- 4 - 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 4 Engage students in learning and foster student ownership
  - o 4 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 4 - Balanced Assessment and Grading
  - o 4 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 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 4 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 4 Improve and promote assessment literacy
- o 4 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**:
- 4 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 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 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 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 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 4 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 4 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 4 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 4 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 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 4 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 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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 3 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 4 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**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 4 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 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 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
    - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
    - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
    - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
    - **Evidence**:
- 4 - Student Voice, Engagement, and Civic Life
    - 4 Study politics
    - 4 Become informed voters and participants in the electoral process
    - 4 Engage in discussions about current and controversial issues
    - 3 Explore their identities and beliefs (REQUIRED: OSEL)
    - 3 Exercise student voice (REQUIRED: OSEL)
    - 4 Authentically interact with community and civic leaders
    - 3 Engage with their community
    - 3 Take informed action where they work together to propose and advocate for solutions
    - 4 Experience a schoolwide civics culture
    - **Evidence**:
- 4 - Physical and Emotional Safety
    - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
    - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
    - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
    - **Evidence**:
- 4 - Supportive and Equitable Approaches to Discipline
    - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
    - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
    - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
    - **Evidence**:
- 4 - Family & Community Engagement
    - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
    - 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).
    - 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 4 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
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
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**
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**3**
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: Student Voice, Engagement, and Civic Life	**0**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**2**

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	Grades 2-8 Reading per NWEA Attainment among our Latinx students
Root Cause 1	Teachers have other commitments prioritized
Area of Critical Need 1	Grades 3-8 Math Growth per NWEA Attainment among our Latinx students and Percentage of EL's making sufficient progress per ACCESS
Root Cause 2	There's not a cohesive goal or value of MTSS, Students are not exposed to personal goals
Area of Critical Need 3	Grades k-8 Attendance among Latinx students
Root Cause 3	Students need explicit examples and connections

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2-8 (Reading) Literacy is a gateway, partiuclarly as we transition to Amplify Science and conceptual understanding in math. By focusing on attainment, we are focusing on the level of rigor. We also know attainment is a more stable end point compared to growth. Although ELL students (which we consider all of ourselves) may grow as they learn a new language, we need them empowered to be on-level.	Latinx		59.00	61.00
	EL			
Vision: NWEA Growth G3-8 (Math) Our growth has fluctuated greatly in Math. We need to stabilize our work. Growth can be a strategic lever	Latinx		50.00	53.00
	EL			

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
as we aim for Level One SQRP. Additionally, as this is our only established provided curriculum (4+ years). If we are not preparing Latino students to be prepared in math, are we really opening up all doors to them?				
Vision: Attendance Rate If we don't have students here, we can't teach them. We love being with them. We want them here and want to work to make that happen.	Latinx		95.50	95.73
	Students with IEPs			
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey If we are not "well-organized for improvement," we are not ready for the size of the climb we need to make.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	...learning cycles throughout the years that are research-based, data driven, and progress monitored; that provides opportunities for teachers to grow professionally; that are differentiated whenever possible

Then we see...	...a 3-year professional development plan that aligns with our CIWP priorities, and is supported by a committee-based staff.
which leads to...	MVMS Collaborative Teachers from 50% to 60% and Effective Leaders from 58% to 70%, bringing us up in each to a ?Organized? from Neutral to sustain our ?Well-Organized? status, LatinX Reading Attainment; Math Growth, particularly among students with Special Needs
Budget Description	Structures for Continuous Improvement, Committee Work, Teacher Teams, PD Opportunities- Extended Day Buckets, Substitute Teachers for PDs, Professional Development Consultants/Vendors
Tags	Structure for Continuous Improvement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership, Personalized Learning: Tailored Learning/Differentiation, SSCE: Informed Action: Project-based learning or Service Learning
Action steps	(Not started) Calendar ILT Meeting Dates Tags:Leadership for Continuous Improvement (Not started) Create SY21 Milestones Calendar to include (personalized learning cohort(s), OLCE, ODLSS, Assessments, MTSS, RJ, ILT, Summits, 5 week protocol, SEL) Tags:MTSS: Curriculum & Instruction, MTSS: Shared Leadership, ODLSS: Instructional Quality, OLCE (Not started) Calendar Instructional Rounds and Peer Observations (Create BOY Instructional Rounds and Peer Observations protocol) Tags:MTSS: Curriculum & Instruction (Not started) Plan Opening Week, Staff Development, School Improvement Days (include opportunities for differentiated PD) Staff Survey Tags:Structure for Continuous Improvement (Not started) Create an exit slip for staff to complete after PDs for feedback Tags:Structure for Continuous Improvement (Not started) Plan the structure for Committees Tags:Teacher Leader Development & Innovation: Teacher Teams (Not started) Plan time to communicate Milestones to staff and elicit feedback from them

	Tags:Structure for Continuous Improvement
	• (Not started) Committee Organization - Organize Compass Point activity - Re-establish Meetings Norms - Scope and sequence of committee work Tags:Teacher Leader Development & Innovation: Teacher Teams
	• (Not started) Survey staff on PD options to differentiate when possible - Create survey - Administer survey - Organize differentiated PDs Tags:Structure for Continuous Improvement
	• (Not started) Monitor Progress on CIWP timelines (behind, on-track, completed) Tags:Structure for Continuous Improvement
	• (Not started) Post Survey staff on PD options to differentiate when possible - Create survey - Administer survey Tags:Teacher Leader Development & Innovation: Distributed Leadership
	• (Not started) Adjust SY21 Milestones Tags:Structure for Continuous Improvement
	• (Not started) ILT Reflection on SY21 Learning Structures Tags:Structure for Continuous Improvement
	• (Not started) Continue PL and PBL initiatives to ensure ongoing professional learning and growth. Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation, SSCE: Informed Action: Project-based learning or Service Learning

Strategy 2

If we do...	...create a common understanding of what tiered supports are needed for the students and how the supports are provided to the students ...establish a clear criteria (data) that identifies student needs and a progress monitoring system
Then we see...	...personalized plans and student goal setting ...a common value and understanding of what the MTSS tiers and goals are with clear communication to all
which leads to...	Reading Growth among students with IEP's, Sufficient Progress on Access, and LatinX Math Growth

Budget Description	MTSS - Extended Day, Substitutes, Professional Development, Materials for Interventions, Personalized Learning Grant, 21st Century Community School Grant
Tags	MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation
Action steps	• (Not started) Review previously created guidance around MTSS and make needed updates; determine what services are/are not

Tags:MTSS, ODLSS: Instructional Quality, OLCE, Personalized Learning: Tailored Learning/Differentiation

• (Not started) Create/administer survey for teachers that will determine learning needs around MTSS

Tags:MTSS, ODLSS: Instructional Quality, OLCE, Personalized Learning: Tailored Learning/Differentiation

• (Not started) Develop / deliver MTSS parent workshop Develop / implement parent passive consent form / support at home.

Tags:MTSS: Family and Community Engagement

• (Not started) Incorporate a ?MTSS? table Each report card pick-up and at every family night with make and take activities for intervention at home.

Tags:MTSS: Family and Community Engagement

• (Not started) Identify opportunities for parent outreach - Cafe and Conversation, BAC/PAC meetings, LSC, Monthly family nights, open house, report card, pick up, interactive webinars, pre-recorded videos / presentations in English /Spanish.

Tags:MTSS: Family and Community Engagement

• (Not started) Form MTSS committee: - Recommend grade-band reps - DL teacher - Case manager - Counselor / social worker - Current interventionist

Tags:Teacher Leader Development & Innovation: Teacher Teams

• (Not started) Create structure of meetings throughout the year, including inclusion in GLT scope/sequence

Tags:MTSS

• (Not started) Use survey data to develop necessary PD around MTSS - tag MTSS team (Phil) Identify / update MTSS tiering criteria for Monroe. Identify / create / update menu of interventions for tier 2 and tier 3. |

Tags:MTSS: Fidelity of Implementation

- (Not started) Through PD and committee share with staff how to access and deliver research based Tier 2/3 interventions, and identify students in tier 2/3 using Monroe tiering criteria

  Tags:MTSS: Curriculum & Instruction, ODLSS: Behavior Support, ODLSS: Instructional Quality, OLCE, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Utilize Aspen logging tool for interventions and creating MTSS plans for students (beginning Q1, ongoing)

  Tags:MTSS: Fidelity of Implementation

- (Not started) Reflect / Monitor effectiveness of MTSS Planning action items in Quarter 1. (MTSS team survey, discussion, staff survey)

  Tags:MTSS: Shared Leadership

- (Not started) Reviewing data and MTSS plan with students who are in either Tier 2 or Tier 3

  Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, ODLSS: Instructional Quality, OLCE, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Teaching kids how to set realistic goals while providing SEL supports around growth mindset.

  Tags:Personalized Learning: Learner Agency

- (Not started) Create opportunities (i.e. every three weeks in a 6 week cycle) for students to self-assess and reflect/conference with teacher on progress towards goal(s)

  Tags:Personalized Learning: Progression Based on Mastery

- (Not started) Create/administer updated survey for teachers/teachers that will determine learning needs around MTSS

  Tags:MTSS: Curriculum & Instruction

- (Not started) Ensure data and interventions pass from teacher to teacher (document appropriately in ASPEN)

  Tags:MTSS: Fidelity of Implementation

- (Not started) Onboarding MTSS PD for teachers who are new to Monroe

	Tags:Teacher Leader Development & Innovation: Teacher Teams
	• (Not started) Differentiated refresher MTSS PD for teachers who are returning to Monroe Tags:MTSS, Personalized Learning: Tailored Learning/Differentiation • (Not started) Create and administer survey to determine needs for 21-22 Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) End of Year 2021: - Staff utilize the school-created guidance for MTSS to provide interventions for students - Staff are able to locate, provide, and assess effectiveness of Tier 2 and 3 interventions with fidelity - Students are able to goal set and articulate progress towards their MTSS goals - Student interventions are appropriately logged in ASPEN - Student Data Review - receiving teacher - utilize this data to structure out time and plan for interventions Tags:MTSS, ODLSS: Behavior Support, ODLSS: Instructional Quality, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

Strategy 3

If we do...	... engage students, parents, and teachers in creating a core mission statement of values, skills, and expectations; ...support the staff with Restorative Approaches to Discipline PD that establishes coherence and training...
Then we see...	..students, parents and teachers demonstrate behaviors that exemplify these values, skills and expectations ...teachers and staff explicitly teaching, modeling, and facilitating RJ practices.
which leads to...	?Well-Organized? in 5 Essentials including ?Organized? in ?Supportive Environment by moving from 48% to 60% in this Essential, 4 SQRP points in on On-Track by moving from 48% to 70%, Exemplar status on Supportive School Certification wherein currently we are Established
Budget Description	Supportive and Equitable Discipline Practices- Extended Day, Substitutes, Professional Development, Personalized Learning Grant, 21st Century Community School Grant.
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices
Action steps	• (Not started) Ask staff to join the Culture and Climate Committee. Tags:Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Start every school year off by reviewing the expectations and norms. Establish school-wide norms, standards, and expectations.

  Tags:Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices

- (Not started) Create 3 surveys (student, staff, parents) that identify our collective values informed by our current PBIS expectations and grounded in a widely available behavior framework. These same surveys will be given BOY, MOY, and EOY.

  Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Share and provide supports for specific behaviors (ie. classroom management vs. office).

  Tags:OSEL: Supportive Classroom Environment

- (Not started) Provide an outline of learning for SEL learning (restorative approach to discipline, Calm Classroom, Second Step) for the year. Tier 1 expectations.

  Tags:OSEL: Supportive School Environment

- (Not started) Develop two student leadership teams (PK-3, 4-8) that will consist of 2 students per classroom that represents student concerns and needs.

  Tags:OLCE, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions

- (Not started) Create a system and structure for students to resolve conflicts with their peers.

  Tags:ODLSS: Behavior Support, OLCE, OSEL: Supportive and Equitable Discipline Practices

- (Not started) Create a topic within the Monroe Google Classroom with SEL materials and videos of resources, ideas, and troubleshooting (maintained by CC leader/s who post approximately 8-10 times a year);

  Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Add SEL expectations and supports to Staff Handbook so that Onboarding Team ensures new teachers are briefed correctly New teacher support New Teacher induction program with a focus on SEL strategies and skills (specifically through Trauma-Informed teaching, Second Step, Calm Classroom). Additional Refresher PD for experienced teachers (Kathy, MTSS / BHT, et al)

	Tags:CBE: SEL Integration, OSEL: Supportive and Equitable Discipline Practices, Teacher Leader Development & Innovation: New Teachers
	• (Not started) All staff members will develop strategies to implement restorative conversations.
	Tags:OSEL: Supportive and Equitable Discipline Practices

Action Plan

Strategy 1

Calendar ILT Meeting Dates

Jul 01, 2020 to Jun 23, 2021 - ILT

Create SY21 Milestones Calendar to include (personalized learning cohort(s), OLCE, ODLSS, Assessments, MTSS, RJ, ILT, Summits, 5 week protocol, SEL)

Jul 01, 2020 to Nov 06, 2020 - Admin & ILT

Calendar Instructional Rounds and Peer Observations (Create BOY Instructional Rounds and Peer Observations protocol)

Sep 08, 2020 to Feb 04, 2021 - ILT

Plan Opening Week, Staff Development, School Improvement Days (include opportunities for differentiated PD) Staff Survey

Jul 01, 2020 to Nov 05, 2020 - Admin & ILT

Create an exit slip for staff to complete after PDs for feedback

Jul 01, 2020 to Nov 05, 2020 - ILT

Plan the structure for Committees

Jul 01, 2020 to Feb 04, 2021 - Admin & ILT

Plan time to communicate Milestones to staff and elicit feedback from them

Aug 03, 2020 to Aug 21, 2020 -

Committee Organization - Organize Compass Point activity - Re-establish Meetings Norms - Scope and sequence of committee work

Jul 01, 2020 to Jun 23, 2021 - Admin & Committee Members

Survey staff on PD options to differentiate when possible - Create survey - Administer survey - Organize differentiated PDs

Jul 01, 2020 to Feb 04, 2021 - ILT & Staff

Monitor Progress on CIWP timelines (behind, on-track, completed)

Jul 01, 2020 to Jun 17, 2022 - Admin, ILT and Network

Post Survey staff on PD options to differentiate when possible - Create survey - Administer survey

Jul 01, 2020 to Feb 04, 2021 - ILT & Staff

Adjust SY21 Milestones

Feb 04, 2021 to Apr 15, 2021 - ILT

ILT Reflection on SY21 Learning Structures

Feb 04, 2021 to Apr 15, 2021 - ILT

Continue PL and PBL initiatives to ensure ongoing professional learning and growth.

Aug 31, 2020 to Jun 18, 2021 - ILT PL Cohorts

Strategy 2

Review previously created guidance around MTSS and make needed updates; determine what services are/are not

Jul 01, 2020 to Nov 05, 2020 - MTSS Committee

Create/administer survey for teachers that will determine learning needs around MTSS

Jul 01, 2020 to Nov 05, 2020 - MTSS Committee

Develop / deliver MTSS parent workshop Develop / implement parent passive consent form / support at home.

Jul 01, 2020 to Jun 23, 2021 - MTSS Committee & Counselor

Incorporate a ?MTSS? table Each report card pick-up and at every family night with make and take activities for intervention at home.

Sep 08, 2020 to Apr 21, 2021 - MTSS Committee

Identify opportunities for parent outreach - Cafe and Conversation, BAC/PAC meetings, LSC, Monthly family nights, open house, report card, pick up, interactive webinars, pre-recorded videos / presentations in English /Spanish.

Sep 08, 2020 to Apr 21, 2021 - MTSS Committee

Form MTSS committee: - Recommend grade-band reps - DL teacher - Case manager - Counselor / social worker - Current interventionist

Jul 01, 2020 to Nov 05, 2020 - Admin

Create structure of meetings throughout the year, including inclusion in GLT scope/sequence

Jul 01, 2020 to Nov 05, 2020 - MTSS Committee

Use survey data to develop necessary PD around MTSS - tag MTSS team (Phil) Identify / update MTSS tiering criteria for Monroe. Identify / create / update menu of interventions for tier 2 and tier 3.

Jul 01, 2020 to Nov 06, 2020 - MTSS Committee

Through PD and committee share with staff how to access and deliver research based Tier 2/3 interventions, and identify students in tier 2/3 using Monroe tiering criteria

Aug 03, 2020 to Nov 11, 2020 - MTSS Committee

Utilize Aspen logging tool for interventions and creating MTSS plans for students (beginning Q1, ongoing)

Jul 01, 2020 to Jun 22, 2022 - Admin & MTSS Committee

Reflect / Monitor effectiveness of MTSS Planning action items in Quarter 1. (MTSS team survey, discussion, staff survey)

Nov 06, 2020 to Feb 05, 2021 - MTSS Committee

Reviewing data and MTSS plan with students who are in either Tier 2 or Tier 3

Sep 08, 2020 to Jun 22, 2022 - MTSS Committee

Teaching kids how to set realistic goals while providing SEL supports around growth mindset.

Aug 24, 2020 to Jun 22, 2022 - Staff

Create opportunities (i.e. every three weeks in a 6 week cycle) for students to self-assess and reflect/conference with teacher on progress towards goal(s)

Aug 24, 2020 to Jun 22, 2022 - Staff

Create/administer updated survey for teachers/teachers that will determine learning needs around MTSS

Jul 01, 2020 to Feb 05, 2021 - MTSS Committee

Ensure data and interventions pass from teacher to teacher (document appropriately in ASPEN)

Aug 24, 2020 to Jun 22, 2022 - MTSS Committee & Staff

Onboarding MTSS PD for teachers who are new to Monroe

Aug 31, 2020 to Jun 22, 2022 - MTSS Committee

Differentiated refresher MTSS PD for teachers who are returning to Monroe

Aug 31, 2020 to Feb 03, 2022 - MTSS Committee

Create and administer survey to determine needs for 21-22

Jul 01, 2021 to Sep 30, 2021 - MTSS Committee

End of Year 2021: - Staff utilize the school-created guidance for MTSS to provide interventions for students - Staff are able to locate, provide, and assess effectiveness of Tier 2 and 3 interventions with fidelity - Students are able to goal set and articulate progress towards their MTSS goals - Student interventions are appropriately logged in ASPEN - Student Data Review - receiving teacher - utilize this data to structure out time and plan for interventions

Apr 21, 2021 to Jun 30, 2021 - MTSS Committee

Strategy 3

Ask staff to join the Culture and Climate Committee.

Jul 01, 2020 to Nov 05, 2020 - Admin

Start every school year off by reviewing the expectations and norms. Establish school-wide norms, standards, and expectations.

Aug 31, 2020 to Sep 07, 2021 - Admin & Culture and Climate Committee

Create 3 surveys (student, staff, parents) that identify our collective values informed by our current PBIS expectations and grounded in a widely available behavior framework. These same surveys will be given BOY, MOY, and EOY.

Jul 01, 2020 to Jun 22, 2022 - Culture and Climate Committee

Share and provide supports for specific behaviors (ie. classroom management vs. office).

Jul 01, 2020 to Nov 06, 2020 - Admin & Culture and Climate Committee

Provide an outline of learning for SEL learning (restorative approach to discipline, Calm Classroom, Second Step) for the year. Tier 1 expectations.

Jul 01, 2020 to Feb 05, 2021 - MTSS & Culture and Climate Committee

Develop two student leadership teams (PK-3, 4-8) that will consist of 2 students per classroom that represents student concerns and needs.

Aug 24, 2020 to Feb 05, 2021 - Teachers, Culture and Climate Committee, Counselor

Create a system and structure for students to resolve conflicts with their peers.

Feb 05, 2021 to Feb 04, 2022 - Admin & Culture and Climate Committee

Create a topic within the Monroe Google Classroom with SEL materials and videos of resources, ideas, and troubleshooting (maintained by CC leader/s who post approximately 8-10 times a year);

Sep 08, 2020 to Jun 23, 2021 - Culture and Climate Committee

Add SEL expectations and supports to Staff Handbook so that Onboarding Team ensures new teachers are briefed correctly New teacher support New Teacher induction program with a focus on SEL strategies and skills (specifically through Trauma-Informed teaching, Second Step, Calm Classroom). Additional Refresher PD for experienced teachers (Kathy, MTSS / BHT, et al)

Jul 01, 2021 to Jun 22, 2022 - MTSS & Culture and Climate Committee

All staff members will develop strategies to implement restorative conversations.

Jul 01, 2020 to Jun 22, 2022 - Teachers & Culture and Climate Committee

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.

SQRP deep dive, Student masterlist

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

MTSS, Project-Based Learning (Passion Projects), Personalized Learning, Adaptive tech tools,

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.

MTSS

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).

MTSS, small group instruction, intervention block, 5-week on-track data deep dives, 5 week protocol

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

3-step hiring process, Updated website, social media presence, tours, mentor program, each teacher is observed 10 times per year.

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.

CIWP Priority 1 Structures for Professional Learning

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

Monthly family nights, BAC/PAC parent workshops, Cafe Y Conversacion, parent mentor program, volunteer process, Metropolitan Family Services Community Schools, Friends of Monroe, Monroe Watch DOGS, Volunteer Program, Parent Mentor Program

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.

Quarterly "field trip" to elementary program, Buddy Reading program, Specials offerings

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.

yearly assessment plan vote, choices provided for teachers for assessment systems, 5 week assessment protocol written by teachers

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.

MTSS

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.

21st Century Community Learning Center Grant, Personalized Learning Grant

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.

Monroe has several outreach efforts in place to involve parents in the joint development and periodic review and revision of the ESSA, Title I school parental involvement plan and policy, and in the process of school review and improvement. The outreach efforts include monthly BAC and PAC meetings (Cafe y Conversacion), Kiss and Go Parent Drop-Off, Abriendo Puertas program, monthly Family Nights,and LSC meetings.

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 Principal's Annual Title I meeting will be held at the last Friday in September (9/25/20). PAC and additional parent involvement meetings will take place every month during our Cafe y Conversacion. Meeting dates and agendas will be posted on entrance doors, on our website, and invitations will be sent home 48 hours in advance of meetings. State of the school will be addressed at all parent group meetings.

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 LSC, BAC and PAC are all well represented and have a voice in the decision-making process for the school. The school holds several monthly meetings to obtain feedback and recommendations. Written and oral responses will be provided when suggestions are offered.

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.

Student progress in state assessments will be provided as available to parents via IAR student reports, ISA reports, NWEA student reports (2-8), Amplify student reports (K-2), Bag reports, and student goal-setting protocols during parent-teacher conferences and monthly family nights when appropriate.

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 be notified in writing, when a 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 weeks.

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.

Principal or designee will host parent workshops throughout the year to assist parents' understanding of 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. School regularly trains parents in the use of Parent Portal. This will be accomplished through monthly parent workshops.

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.

To assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement, the school will provide parents ESL, technology, GED classes as well as monthly workshops offered by community partnerships. The school currently has a Parent Library with free resources readily available to parents and their children.

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.

School currently has a parent mentoring program in place that provides a vehicle for parents to serve directly in school. Parents are recruited and serve on our Kiss and Go program to help with drop-off. BAC, PAC and LSC have active participants in school decision-making. Additionally, the school employs several opportunities for parents to actively engage in school.

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.

The School sponsors HEAD START with several enrichment opportunities offered to parents each month.

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.

Information related to the school and parent programs, meetings, and other activities will be sent to parents via the school webpage, paper copies sent home, posted on entrances, marquee, robocalls, and shared during parent meetings in both English and Spanish.

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.)

At Monroe, we strive to teach values within our school community, parent, students, and teachers & staff that promote respect, responsibility, and safety as we stand proudly on the 5 Pillars of Chicago Public Schools. We create a place where we Go Bigger, Go Further Together with Big ideas in project-based learning, Creating global citizens, Working together

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.

The school will hold parent-teacher conferences as scheduled by the district. Parent-Teachers conferences will be scheduled for quarters 1 and 3. Teachers and parents may request a conference as needed and arranged usually before or after school. The principal or designee may hold additional conferences with parents to discuss attendance, promotion criteria, PLPs.

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

The school will provide parents with regular BAG reports, district scheduled progress reports, and student progress data will be made available to parents in real time on parent portal.

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

Staff is available as requested before and after school and by appointment during teacher preparation times. Parents also have access to staff through email, school website, voicemail, note on agenda, or message left in the main office.

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.

Monroe parent volunteers follow the CPS volunteer policy. In addition, parents are encouraged to participate in kiss and go, parent mentor program, cafe y conversacion, monthly family nights, assemblies, and classroom specific celebrations.

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

Monroe's grading policy outlines parent involvement opportunities and provide parent-friendly tasks. Parents also assist learning by accessing Parent Portal and attending monthly family nights, IEP meetings, parent-teacher conferences, and Title 1 parent workshops.

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

LSC, BAC and PAC are all active decision-makers in the school. Meetings are scheduled and parents are notified through monthly calendar, flyers, and frequent robocalls.
The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation). Students will share the responsibility for improved student academic achievement by meeting on-track requirements, monitoring their interim assessment goals and BAG reports, following PBIS school-wide and classroom behavior expectations.

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. 10 parent mentors staffed annually, creation of 2 additional Parent Involvement groups to bring us up to 9 total by SY22 (Friends of Monroe, PAC, BAC, LSC, Watch DOGS, Volunteer Program, Parent Mentors), Quarterly family events run by these parent groups in addition to monthly family nights, increasing rate of parent workshops to additional 6 per year atop our monthly series, create annual kindergarten and new student parent orientation by SY21

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$1000.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1250.00
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)	$449.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$250.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$500.00
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.	$1500.00