

# Wolfgang A Mozart Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
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## Team Meetings

Date	Participants	Topic
01/13/2020	Mota, Moratilla, Yeagle, Kennedy and Arevalo	SEF

## 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
  - 2 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
  - 4 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Administration is transparent and obtains input from the staff. Teachers lead in professional development activities and are encouraged to seek opportunities to participate in PD. There is a Google Classroom for the school where communication is posted. All teachers have access to the MOZART drive.
- 3 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 2 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
  - 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)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** We need to develop consistency in and across grade levels. We need to align our budget to literacy and professional development resources.

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 1 Curriculum connects to real world, authentic application of learning
  - 2 Curriculum is aligned to expectations of the standards

- 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 1 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:** The in-school walk-through revealed there were inconsistency in literacy and instruction and the need to develop Literacy units. A survey was created to find out what Mozart staff new about Balanced Literacy. The survey revealed Mozart school needs to create a balanced literacy curriculum, teachers are in need of leveled reading materials, and training and time to develop units aligned to reading, writing, listening and speaking standards.
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** We need to create learning opportunities for students that address their social and emotional needs. We have to purchase materials that are culturally relevant and representative of the world we live in. Students need more ownership opportunities in the classroom and civically.
- 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
  - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 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
  - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 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
  - 2 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:** Units and common assessments need to be developed in reading and math.
- 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)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 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)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 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)
  - 2 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)
  - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 1 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)
  - 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 4 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)
- 1 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)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** We have a MTSS team but we need to refine our system for addressing students academic and SEL needs.
- 2 - 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)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 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:** We have started Success Bound in middle school but we need to create more opportunities for students to learn and experience careers. Plan visits to college campuses in the city.

## 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)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Culture and Climate team developed school wide expectations for the school. Student Voice began implementing projects within the school this year. Over the summer parents, students and teachers worked together to beautify the school. The principal holds coffee sessions with parents to gain input on what their

needs are. We partner with LSNA to provide after school activities for students and families.

- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 1 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture
  - **Evidence:** Throughout their time at Mozart School, students engage in Social Studies classes, these classes provide them with the background they need to successfully complete the Constitution Test in seventh grade which is a requirement for graduation from eighth grade. Students learn their rights and responsibilities as citizens during this process. Students are provided with the tools they need to become active and informed voters and engage in civic responsibility in later years. In ELA classes, students are given the opportunity to experience and relate to other cultures via the texts they read: *The Watson's Go To Birmingham*, *Walk Two Moons*, *Bud Not Buddy* and other choices provide a spring board to exploration of other groups in their communities. Students have been given the opportunity to experience Film Festivals and theater productions which have exposed them to other communities and demographics. Teachers are given the opportunity to take various trainings to become socially aware, culturally aware and more accepting of gender differences. Student Voice has been established at Mozart and students are engaged in improving the culture and climate of the school. Students are participating in Peer Conferencing to improve and modify discipline processes at the school. Students are participating in Mock Trials in their classrooms in which they act as Jury. Students interact with community members at Career Day events and via the jGREAT program.
- 3 - Physical and Emotional Safety
  - 3 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)
  - 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:** Mozart Core Values are posted all over the building and students can earn Mustang Money if they are seen exhibiting those values. Voice level posters are displayed in various locations in building and in the classrooms. We have opened up a Bodega (mini store) where are students can turn in their Mustang Money for fun items as a reward. We have a Peace room where students visit to have restorative conversations or Peace circles when there are conflicts that are a disruption to the learning environment. When incidents occur in the building between students, staff members will report the incidents on a Google Doc that will notify the administration team, the team will then take the proper protocols to address each incident. When we have students who have been chronically absent, we will make phone calls home, parent and administration conferences and in some occasions we will do a well-being check at their home.

Administration and staff will always be at the door or outside either greeting students or making sure that they transition safely out of the building/property.

- 3 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** We have a Peace room where we have peer conferencing that will begin to take place along with peace circles and restorative conversations take place. Every classroom runs calm classroom twice a day or more when needed. Mustang money is given out to students when they are displaying positive behavior. All incidents are documented on a Google Doc and then handled by administration. Incidents are logged and recorded in Aspen based on the SCC. Parent conferences, phone calls and restorative conversations take place for incidents that are less than a 4-0 category first. Behavior and safety plans are in created when needed.
- 3 - Family & Community Engagement
  - 4 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).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 2 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:** Mozart has established a welcoming environment for families and the community. Mozart is currently undergoing beautification making sure the school is inviting and warm. At Mozart, we have established a partnership with the Logan Square Neighborhood Association, there is a parent mentor program, the application Remind is used to communicate with families. Messages are sent both in Spanish and English. Mozart has created the Mozart VIP club for students with perfect attendance and student voice is creating various activities to promote perfect attendance such as hosting a middle school dance for students who have perfect attendance. Also, the school counselor has been assigned a group of students to support with excessive absences and/or tardiness

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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: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
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	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

# 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	Literacy Attainment in the primary grades
Root Cause 1	resources and progress monitoring
Area of Critical Need 2	Math growth and attainment in grades 2-8
Root Cause 2	Scope and Sequence of units
Area of Critical Need 3	Attendance Rate
Root Cause 3	



Area of Critical Need 4	MTSS and Social Emotional Support at all grade levels
Root Cause 4	

## 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)  Mozart's overall attainment needs to go up. We are currently in the 15 percentile.	Overall		35.00	40.00
	Latinx		36.00	41.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8)  Our Els should be making the same gains as as all students.	Overall		46.00	51.00
	EL		20.00	25.00
Vision: Attendance Rate  We are currently under the 95% and our students with IEP's have more chronic truancy.	Overall		95.00	96.00
	Students with IEPs		94.00	94.50
(Blank)				
(Blank)				

## Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> Mozart was rated as "Not yet Organized" for the 18-19 school year. This data was from the previous administrative team and our goal is to raise the rating to a Level 1.				60.00	80.00

## Custom metrics (0% complete)

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

### Strategy 1

If we do...	provide professional development on how to analyze data such as Dibels, TRC, NWEA, and Access and make this a common practice
Then we see...	students in appropriate groupings receiving data driven instruction and interventions
which leads to...	a 5% overall improvement in growth for students in grades 3-8 in reading.
Budget Description	Allocate funds to purchase Freckle subscription for ELA and Math for grades first through eighth. Allocate funds to purchase resources for teachers to use to progress monitor students in reading in the primary and intermediate grades.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy instruction
Action steps	<ul style="list-style-type: none"> <li>(Completed) Provide professional development on how to read data. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps</li> <li>(On-Track) Use data to group students for tiers 1, 2, and 3 instruction Tags:Literacy: Shift 2-Leveraging Data to Close Gaps</li> <li>(On-Track) Use NWEA Learning Continuum to determine what skills to focus on with students Tags:Literacy: Shift 2-Leveraging Data to Close Gaps</li> <li>(On-Track) Teachers organize work stations and resources based on what the data shows with support from the MTSS coordinator. Tags:Personalized Learning: Tailored Learning/Differentiation</li> <li>(Completed) Purchase Freckle Math and ELA on-line resource for teachers to use the data to group their students and assign interventions Tags:Personalized Learning: Learner Focused</li> </ul>

	<ul style="list-style-type: none"> <li>• (On-Track) Provide PD on how to provide research-based interventions and progress monitoring for Tier 2 and Tier 3 students (running records, fluency checks, comprehension checks, Freckle, Easy CBM, Corrective Reading, Fountas and Pinell, along with other ELA online resources etc.)</li> </ul> <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>• (Completed) Purchase resources for teachers to use to progress monitor students in reading.</li> </ul> <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>• (On-Track) Provide time for MTSS and ELPT coordinator to work with teachers on grouping students based on levels and provide feedback on personalized learning options.</li> </ul> <p>Tags:MTSS: Progress Monitoring</p>
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**Strategy 2**

If we do...	provide teachers with professional development and the planning time to learn how to create, design and develop integrated Language Arts units
Then we see...	implementation of standards-based tier 1 balanced literacy classroom instruction that supports students? reading, writing, listening and speaking development.
which leads to...	5% growth in reading in attainment in grades 3-8.
Budget Description	Allocate funds to hire a consultant to provide teachers with professional development on how to develop and create biliteracy and monoliteracy units in grades K-5. Allocate funds to pay teachers to stay after school or during the summer to work on creating their units at each grade level. Allocate funds to purchase books and materials to support the curriculum plan.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Biliteracy consultant provides professional development for 3-5th grade teachers on the understanding of unit backward design (standards, big ideas, essential questions, learning objectives, summative assessment) and balanced literacy.</li> </ul> <p>Tags:OLCE</p> <ul style="list-style-type: none"> <li>• (Not started) ILT/Administration will create a professional learning plan on how teachers in grades Prek-2 and 3-5 will engage in all phases of the curriculum development process during GLM?s, professional development days and after school.</li> </ul>

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

- (Not started) Biliteracy consultant and Dual Language Coordinator work with 3-5th grade teachers to develop Curriculum Map (Scope and Sequence)

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, OLCE

- (Not started) Consultant and Dual Language Coordinator works with teachers in K-5 to develop student outcomes (formative and summative assessments).

Tags:Assessment: Improving Assessment Literacy, OLCE

- (Not started) K-2nd teachers will conduct a horizontal and vertical alignment analysis to check for organization and sequence of social studies curriculum themes/big ideas/learning objectives.

Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) Biliteracy consultant provides professional development for PreK-2nd grade teachers on understanding the Unit Framework (Biliteracy Unit Framework).

Tags:Curriculum

- (Not started) Consultant and Dual Language Coordinator will work with PreK-2nd teachers in Cycles of Learning to design integrated thematic and culturally relevant Language Arts units.

Tags:Curriculum

- (Not started) Network Literacy Consultant will provide K-8th grade teachers professional development on balanced literacy.

Tags:Curriculum, Literacy: Shift 4-21st Century Professional Learning

- (Completed) Administration and ILT will share with PreK-8th grade teachers lesson plan components/expectations to ensure high- quality instruction and to maximize class time

Tags:Curriculum

- (Not started) ELPT and MTSS Coordinator will provide professional development to Prek-8th grade teachers on the difference between content target/objective (standard) and language target/objective (learning process).

Tags:Curriculum, Instruction

	<ul style="list-style-type: none"> <li>(On-Track) PreK-8th grade teachers participate in cycles of learning centered on strategy implementation and learning targets, data, collaboration, practice, adjusting practice based on student work and assessments.</li> </ul> <p>Tags:Curriculum</p>
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**Strategy 3**

If we do...	identify and flag potentially truant and chronically absent students before the start of the school year, with a focus on primary grades , and assign the at risk students a personal mentor
Then we see...	more social, emotional and academic engagement from the at risk demographic because the relationship with the mentor and the school community will help them connect to Mozart and the school community which improves chronic attendance and truancy issues
which leads to...	which leads to students feeling like they are supported at the school and increases the 5Essentials from weak (36) to neutral (42).
Budget Description	Allocate funds to develop a behavioral health team committee to develop an action plan to target and support chronically truant students.
Tags	MTSS: Family and Community Engagement, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> <li>(On-Track) During professional development teacher days prior to the start of the academic year staff will identify at risk students from each grade level. Tags:MTSS: Problem Solving Process, OSSE: Attendance &amp; Truancy</li> <li>(Not started) Each student will be assigned a personal mentor from the (specials, SECA etc) team who will be responsible for personally checking up on and interacting with the identified student. Tags:OSEL: Tier 2 and 3 Interventions, OSSE: Attendance &amp; Truancy</li> <li>(Behind) Activate an incentive program specific to grade levels to reinforce positive attendance behavior in the general demographic and set goals for at risk students. Tags:MTSS: Problem Solving Process</li> <li>(Not started) Staff will participate in classroom attendance pop checks at grade level meetings to share successes, challenges and strategies of improvement.. Tags:OSEL: Supportive School Environment</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Develop an Attendance Flow Chart, which will provide specific action steps for classroom teachers to follow in the case of attendance issues.</li> </ul> <p>Tags:MTSS, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> <li>• (Not started) Develop a relationship with local police officers who will provide the school with increased wellness checks for chronically tardy, absent or truant students.</li> </ul> <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>• (On-Track) Staff will participate in professional readings focused on social emotional learning, trauma and growth mindset.</li> </ul> <p>Tags:CBE: SEL Integration, OSEL: Supportive Classroom Environment</p>
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**Strategy 4**

If we do...	offer more fine arts opportunities for students, such as music and actively engage students in civic engagement
Then we see...	students who learn to appreciate the arts and take a civic role in the community
which leads to...	a .5% increase in student attendance and creates a more supportive environment for students. This will increase the 5Essentials from being weak (36) to neutral (42).
Budget Description	Allocate funds to secure a music teacher for the 2020-21 school year. Allocate funds for music resources and instruments. Allocate funds to support after school programs that encourage leadership, identity, social emotional learning and civic engagement.
Tags	Student Voice, Engagement, and Civic Life, Arts Education: Equitable Access to the Arts
Action steps	<ul style="list-style-type: none"> <li>• (Completed) Add music as a fine arts special so that students can learn to begin to appreciate various types of music which could foster their appreciation and unlock their own musical giftedness.</li> </ul> <p>Tags:Arts Education: Embedding the Arts School-Wide</p> <ul style="list-style-type: none"> <li>• (On-Track) Add more arts program during the school day and after school to work toward being a Dual Language Fine Arts Magnet School in the future.</li> </ul> <p>Tags:Arts Education: Embedding the Arts School-Wide</p> <ul style="list-style-type: none"> <li>• (Completed) Establish a student voice committee moderated by staff members to ensure students will be actively involved in decision making and initiating projects in and outside of the school community.</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life</p>

	<ul style="list-style-type: none"> <li>• (Not started) Offer after school programs to students centered around themes like leadership, identity, social emotional learning and civic engagement.</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>• (On-Track) Mozart was selected to partner with Lurie Children's Hospital to participate in a pilot program to become a trauma responsive school. This will help meet our students' SEL needs that require tier 2 and 3 interventions.</li> </ul> <p>Tags: OSEL: Tier 2 and 3 Interventions</p>
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## Action Plan

### Strategy 1

Completed Nov 09, 2020

Provide professional development on how to read data.

Aug 31, 2020 to Sep 04, 2020 - Administration and Coordinators

On-Track Nov 09, 2020

Use data to group students for tiers 1, 2, and 3 instruction

Aug 31, 2020 to Jun 01, 2021 - teachers/coordinators

On-Track Nov 09, 2020

Use NWEA Learning Continuum to determine what skills to focus on with students

Sep 08, 2020 to Jun 21, 2021 - teachers

On-Track Nov 09, 2020

Teachers organize work stations and resources based on what the data shows with support from the MTSS coordinator.

Aug 31, 2020 to Jun 06, 2022 - teachers/coordinators

Completed Nov 09, 2020

Purchase Freckle Math and ELA on-line resource for teachers to use the data to group their students and assign interventions

Sep 07, 2020 to Jun 13, 2022 - teachers

On-Track Nov 09, 2020

Provide PD on how to provide research-based interventions and progress monitoring for Tier 2 and Tier 3 students (running records, fluency checks, comprehension checks, Freckle, Easy CBM, Corrective Reading, Fountas and Pinell, along with other ELA online resources etc.)

Sep 28, 2020 to Jun 21, 2021 - coordinators

Completed Nov 09, 2020

Purchase resources for teachers to use to progress monitor students in reading.

Aug 03, 2020 to Sep 18, 2020 - Administration

On-Track Nov 09, 2020

Provide time for MTSS and ELPT coordinator to work with teachers on grouping students based on levels and provide feedback on personalized learning options.

Aug 24, 2020 to Jun 21, 2021 - Coordinators

## **Strategy 2**

Not started Nov 09, 2020

Biliteracy consultant provides professional development for 3-5th grade teachers on the understanding of unit backward design (standards, big ideas, essential questions, learning objectives, summative assessment) and balanced literacy.

Jul 01, 2020 to Jun 01, 2021 - District/Admin

Not started Nov 09, 2020

ILT/Administration will create a professional learning plan on how teachers in grades Prek-2 and 3-5 will engage in all phases of the curriculum development process during GLM's, professional development days and after school.

Aug 03, 2020 to Sep 25, 2020 - Admin/Coordinators/Teachers

Not started Nov 09, 2020

Biliteracy consultant and Dual Language Coordinator work with 3-5th grade teachers to develop Curriculum Map (Scope and Sequence

Jul 01, 2020 to Jul 01, 2021 - Consultant/DL Coordinator/Teachers

Not started Nov 09, 2020

Consultant and Dual Language Coordinator works with teachers in K-5 to develop student outcomes (formative and summative assessments).



Aug 30, 2021 to Jul 01, 2022 - Consultant/DL Coordinator/Teachers

Not started Nov 09, 2020

K-2nd teachers will conduct a horizontal and vertical alignment analysis to check for organization and sequence of social studies curriculum themes/big ideas/learning objectives.

Sep 07, 2020 to May 23, 2022 - DL Coordinator/Teachers

Not started Nov 09, 2020

Biliteracy consultant provides professional development for PreK-2nd grade teachers on understanding the Unit Framework (Biliteracy Unit Framework).

Aug 27, 2020 to Dec 18, 2020 - Admin, Coordinators and teachers

Not started Nov 09, 2020

Consultant and Dual Language Coordinator will work with PreK-2nd teachers in Cycles of Learning to design integrated thematic and culturally relevant Language Arts units.

Oct 05, 2020 to Jun 20, 2022 - Administration

Network Literacy Consultant will provide K-8th grade teachers professional development on balanced literacy.

Jan 04, 2021 to Jun 23, 2022 - Admin/Network ISL's

Completed Nov 09, 2020

Administration and ILT will share with PreK-8th grade teachers lesson plan components/expectations to ensure high- quality instruction and to maximize class time

Jun 12, 2020 to Sep 07, 2020 - ILT/Admin

Not started Nov 09, 2020

ELPT and MTSS Coordinator will provide professional development to PreK-8th grade teachers on the difference between content target/objective (standard) and language target/objective (learning process).

Nov 06, 2020 to Jun 18, 2021 - Coordinators

On-Track Nov 09, 2020

PreK-8th grade teachers participate in cycles of learning centered on strategy implementation and learning targets, data, collaboration, practice, adjusting practice based on student work and assessments.

Jan 04, 2021 to Jun 17, 2022 - Admin/ILT/Teachers

### **Strategy 3**

On-Track Nov 09, 2020

During professional development teacher days prior to the start of the academic year staff will identify at risk students from each grade level.

Aug 24, 2020 to Sep 11, 2020 - Admin and Committee

Not started Nov 09, 2020

Each student will be assigned a personal mentor from the (specials, SECA etc) team who will be responsible for personally checking up on and interacting with the identified student.

Sep 14, 2020 to Jun 22, 2021 - Admin and Committee

Behind Nov 09, 2020

Activate an incentive program specific to grade levels to reinforce positive attendance behavior in the general demographic and set goals for at risk students.

Oct 05, 2020 to Nov 20, 2020 - Culture and Climate

Staff will participate in classroom attendance pop checks at grade level meetings to share successes, challenges and strategies of improvement..

Sep 21, 2020 to Jun 17, 2021 - Admin/Teachers

Develop an Attendance Flow Chart, which will provide specific action steps for classroom teachers to follow in the case of attendance issues.

Aug 10, 2020 to Oct 01, 2020 - Admin/MTSS/BHT

Develop a relationship with local police officers who will provide the school with increased wellness checks for chronically tardy, absent or truant students.

Oct 05, 2020 to Nov 02, 2020 - Culture and Climate Team

On-Track Nov 09, 2020

Staff will participate in professional readings focused on social emotional learning, trauma and growth mindset.

Jan 04, 2021 to Jun 13, 2022 - Administration

### **Strategy 4**

Completed Nov 09, 2020

Add music as a fine arts special so that students can learn to begin to appreciate various types of music which could foster their appreciation and unlock their own musical giftedness.

Jul 01, 2020 to Jul 01, 2022 - Administration

On-Track Nov 09, 2020

Add more arts program during the school day and after school to work toward being a Dual Language Fine Arts Magnet School in the future.

Jul 01, 2020 to Jul 01, 2022 - Administration

Completed Nov 09, 2020

Establish a student voice committee moderated by staff members to ensure students will be actively involved in decision making and initiating projects in and outside of the school community.

Oct 19, 2020 to Jun 25, 2022 - Administration, Teachers and Students

Not started Nov 09, 2020

Offer after school programs to students centered around themes like leadership, identity, social emotional learning and civic engagement.

Oct 19, 2020 to Jun 24, 2022 - Administration, Teachers and Students

On-Track Nov 09, 2020

Mozart was selected to partner with Lurie Children's Hospital to participate in a pilot program to become a trauma responsive school. This will help meet our students' SEL needs that require tier 2 and 3 interventions.

Jul 01, 2020 to Jul 01, 2021 - Administration, Teachers, Case Manger and Counselor

## 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.**

Students are administered assessments like TRC Dibels/Idel, NWEA and ACCESS to determine their academic achievement.

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

The MTSS coordinator will coach, model and develop teachers' planning and implementation for delivering interventions based on student data and progress monitoring of students. The MTSS committee will develop a flow chart of resources for teachers to reference when delivering tier 1, 2 and 3 instruction with their students.

**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 in grades K-5 will develop balanced literacy units that incorporate research based strategies to develop students skills in reading fluency, comprehension, writing, listening and speaking.

**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).**

At the beginning of the year administration, teachers and the counselor will identify and flag potentially truant and chronically absent students in the primary grades. These students will be assigned a personal mentor for check in and check out. If we target these students immediately then there will be more social, emotional and academic engagement since these students developed a relationship with their mentor. Therefore, they will feel connected and supported by the Mozart school community which would improve chronic attendance and truancy issues.

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

Teaching positions are posted on the CPS website. Candidates interview with administration, teachers and school personnel associated with the position. Teachers must be certified and endorsed in the position. They have to demonstrate they can be flexible, creative and teach students in a variety of methods. Teachers not only have to be proficient in their content areas but must foster and build positive relationships with their students. They have to create a positive learning community with their students.

**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.**

All Mozart staff are highly encouraged to participate in professional development opportunities to enhance their skills. Teachers who attend workshops share their knowledge with staff during professional development days and implement their learning during their planning and instruction. The parent mentors who work at Mozart part-time through the Logan Square Neighborhood Association attend training throughout the year.

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

Some strategies to increase parent involvement include curriculum nights centered around academics, health and wellness and technology. We would also like to develop projects between our parents and student voice committee. These projects can be centered around beautifying Mozart School while building relationships in our school community.

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

We have three Pre-K classrooms at Mozart School. One classroom is designated a Dual Language Class which prepares students to transition to the kindergarten dual language classroom. The other two classrooms focus on early literacy and social emotional readiness in preparation for kindergarten. Many of the families are from the neighborhood and have an established relationship with the school which makes it easier for transitioning as well.

**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.**

The ILT and PPLC vote every year on the assessment calendar. The assessments include TRC/Dibels, Star 360 and NWEA.

**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.**

Teachers will be responsible for progress monitoring their students and assigning them to the proper interventions. The MTSS committee will develop a cycle to check in with teachers to discuss their students' progress on those interventions. Students who are at risk will be assigned to after school programs that will help boost their academic achievement.

**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.**

LSNA provides ESL classes for parents. Mozart provides a space for them to meet and the announcement is posted on our website and flyers are distributed to the students.

# 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.**

There will be monthly ESSA parent meetings. The ESSA parent school compact is on file. ESSA, teachers, staff and administration will work together to support students academic and social emotional goals. There is a PAC and Local School Council to also help assist with communication of goals and policies.

**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**

During the yearly organizational meeting officers will be selected. Parents will learn about ESSA's role in the school community. During this meeting budget allocation, meeting dates and activities will be set for the year. PAC meetings will take once a month and guest speakers and agendas will support CIWP priorities.

**At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.**

The School Advisory meetings will take as needed to discuss how the school can service students. The Principal hosts coffee sessions with parents to highlight initiatives in the school and obtain feedback and ideas from parents.

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

Teachers provide quarterly updates on students progress throughout the year and parent teacher conferences are held twice a year and upon parent request. Parents are provided access to Parent Portal to access student grades and attendance. The school website is updated monthly with upcoming events and parents receive Remind notifications.

**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.**

In case there are teacher who is not "highly qualified", school will send a letter home when the teacher starts the class to notify the parents of who they are, what they are teaching, and the plan to provide opportunities for the teacher to achieve the "highly qualified" status.

**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.**

During the State of the School Address the Principal presents the school's academic content standards, student achievement standards, requirements to be Title 1 including how to work with teachers and monitor their child's progress.

**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.**

Teachers communicate with parents in person, on email or as needed to share information on student performance, various resources to assist students at home with technology, provide them opportunities to access Parent Portal and opportunities to volunteer in classrooms. Administration and all other personnel are also available by to assist parents who have any concerns about their child's progress in school.

**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.**

We have new and returning parent mentors that assist in the classrooms. We have school-wide celebrations and invite parents to attend these celebrations. We are asking teachers to invite parents to showcase classroom projects more often. We have also had students and parents work ob beautification projects in and outside of the 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.**

LSNA provides ESL classes for parents. School provides a place for them to meet for the classes and the announcements are passed out to parents through classroom teachers. State Pre-k encourages parent involvement by inviting them to the classroom to sit in or help during projects.

**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 is shared with parents on our website and using the Remind phone app for messaging.

### 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.)**

Mozart School will provide an engaging curriculum that is designed to motivate, challenge and increase student achievement. To engage students through inquiry based leaning, led by essential questions, relevant content thematic units and rich authentic literature. Through thematic units, students will develop academic language, rich vocabulary and background knowledge that will empower them for life.

**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.**

Mozart School has two parent-teacher conferences a school year. They occur in the fall and in the spring of each school year. The parents receive the students' report card and have a conference with the teacher about the progress of the student. Then each teacher schedules a parent conference as needed for the



progress of the student with the parents as often as needed to benefit the student. The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Mozart School sends home to the parents a progress report for each student every five weeks in the entire school year. If a child needs individual progress reports the teacher will send a report or comments to the parents as often as needed, daily, weekly, either by paper or by phone call to parent.

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

Parents may request to speak to the teacher. Teachers communicate with parents by phone, in person, email or Remind. Mozart School sends home to the parents a progress report for each student every five weeks in the entire school year. If a child needs individual progress reports the teacher will send a report or comments to the parents as often as needed, daily, weekly, either by paper or by phone call to parent.

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

Parents are always encouraged to communicate with teachers using email, Remind or to schedule a meeting in person.

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

. Parents are always encouraged to volunteer in the classroom and to join the classes on field trips. The school has a parent-mentor program that places a parent in a classroom environment to help, to tutor, and to assist the teacher in learning activities.

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

Each child has an daily agenda or folder that they enter all the work they are doing in school. The students take this home daily and the parents are asked to check over all the work the child has done on that particular day and to help the child with their homework and check all the papers that are done in the classroom.

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

The parents can participate in decisions relating to the education of their children by attending local school council meetings, voicing their opinions during coffee sessions with the Principal and speaking with teachers, counselors and personnel at the school.

**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).**

The student voice committee will take an active role in the school by supporting initiatives to improve academics and the school culture.

## **Parent Budget (Complete)**

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**

The goal is to provide workshops to Mozart families to support their children's overall success and participation in school. Workshops will consist of academics, healthy living, technology, fine arts and community based activities to beautify the school grounds.

**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 be used only by parents.	\$0.00