

# Jacob Beidler Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
LaVonna Nelson	SPED Lead	lrwoodfork@cps.edu	Has access
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## Team Meetings

Date	Participants	Topic
01/28/2020	Lavizzo, Hoskins, Nelson, Mooney, Eiland, Crowder, States	SEF
02/18/2020	Lavizzo, Hoskins, States, Crowder, Mooney	Goals
03/03/2020	Hoskins, States, Lavizzo, Nelson, Eiland	Framework Priorities
03/24/2020	Hoskins, Lavizzo, Nelson	Strategies
04/21/2020	Hoskins, Lavizzo, Nelson	Strategies/Action Steps
04/24/2020	Hoskins, Lavizzo, Nelson	Fund Compliance/Parent-Family Plan

## 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
  - 2 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
  - 2 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** The State of the school address is given twice a year. We have also posted mission and vision statements throughout the school. Our current SQRP rating is sent home to parents with the explanation of the rating and where the school stands for the current school year. We have created a Balanced Literacy team and a MTSS team that offers monthly PD to teachers. Professional Learning to achieve school-wide improvement is ongoing and occurs regularly through Network Summits and Vertical Alignment meetings. Professional Learning centers around enhancing pedagogical skills and meeting the needs of our students. Beidler teachers are offered the opportunity to participate in teacher-to-teacher observations across grade levels. Teachers report feedback to their colleagues in an effort to improve the practice of their peers. Probationary teachers are assigned mentors to strengthen their practice through non-evaluative feedback.
- 2 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 2 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 2 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

- 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** ILT meetings are conducted bi-weekly. Each meeting is data driven with meeting norms and an agenda with action items, time frames for completion, as well as a root cause analysis component. All agendas are posted on Google Drive prior to meetings. All meeting notes and minutes are also posted on the Drive to help members facilitate weekly Grade Level meetings where data is relayed to teachers.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Beidler students are using the rigorous Eureka Math/Engage NY curriculum. It presents mathematics in a logical progression from grade to grade allowing teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. When implemented faithfully, Eureka Math will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math. This is only our second year but our hope is that high engagement that incorporates "big ideas" and essential questions that support student understanding and mastery. A Balanced Literacy approach is being implemented used in our primary grades. The components of Balanced Literacy, such as read alouds, shared readings, guided reading, and word work expose our students to texts of varying complexity requiring our teachers to differentiate instruction to meet the needs of our students. Our weekly lesson plan submission on the Drive, CCSS, and Network pacing guides all align to our curriculum implementation.
- 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
  - 3 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
  - 3 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

- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Our teachers employ a variety of instructional strategies. small group instruction and differentiated instruction as well as questioning using the DOK chart. Our goals are to achieve fidelity with student discourse to improve student ownership and feedback, incorporate more student choice in assignments and projects, and to increase the DOK questioning.(Level 3 and 4) Teachers have frequent informal observations and REACH observations as well as peer observations with the aim to give quality feedback and improve teacher practice.
- 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
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 1 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** We use a wide range of assessments to track student progress and inform instruction. ASPEN Gradebook show a balance of formative assessments (exit tickets, presentations, journal writing, participation, other teacher-created assessments) and summative assessments (chapter/unit tests, etc.) In addition, Network interim assessments, data from district, statewide and national benchmark exams such as DIBELS and NWEA are used to track student growth over time. Assessment modifications and accommodations are provided in accordance with IEPs and 504s. Teachers also employ student-friendly rubrics for projects, learning tasks, and writing assignments. Teacher lesson plans on the Drive contain attached assessments that they will employ for the week; feedback is given bi-weekly. Data binders are maintained as well to inform instruction. In addition, the school grading policy in our handbook is emphasized to create an equitable and balanced portfolio of assessments.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 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)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 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)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Second-Step, DD, UCAN, YAP programs are being implemented. Students participate in quarterly data talks with classrooms teachers to set individual learning goals. After-school programs and pull-out interventions are offered to Tier 2 and Tier 3 students. On-track data is presented and discussed bi-weekly in ILT and Grade Level meetings. Those meeting minutes are included on the Drive. All teachers provide academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. We also created a Behavior Response Team(BRT) to assist with student SEL needs as well as an MTSS team that meets weekly to help teachers with interventions for at risk students. Each grade level leader meets with their team and provides specific supports for individual students. Teacher leaders also assist with helping teachers gather and track data, instruction support, interventions, progress monitoring and resources before they refer a student to the MTSS team. MTSS provides support for Tier 1, 2, and 3. The MTSS team along with the teacher analyzes data from NWEA, DIBELS, NWEA Student Profiles, NWEA Progress Reports, and current progress reports and grades to help support students and teachers.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Our hallways display pendants hanging quarterly activities; assembles, dances, visits to high schools, and College days are celebrated monthly to build students' awareness of higher learning. The school counselor organizes annual high school fairs which allow students the opportunity to meet with high school representatives and learn about prospective high schools and their programs. 8th-grade students also attend shadow days at various high schools across the city to provide insight on the high school experience. Annual 8th-grade parent workshops are conducted to help assist parents with the high-school selection process, application process, and to build their knowledge of what each high school offers students.

## Quality and Character of School Life

- 2 - Relational Trust
  - 2 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)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** The My Voice, My School Survey provides evidence that the students have positive relationships with the staff. The Second Step Program allows teachers to focus on the social-emotional well-being of the students by teaching them strategies needed to deal with real-life situations. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class.
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** We have developed several community partnerships with various organizations: Breakthrough Urban Ministries, The Greater Chicago Food Depository, Blocks Together, Urban Initiatives, Columbia College, UCAN, YAP, UIC Nutrition, Chicago Care, Birds in the Neighborhood, Special Olympics, Norwegian Hospital, Nature Walks, Junior Achievement, and Chicago Run offer many extracurricular activities: Basketball, football, volleyball, softball, baseball, tennis, track and field, cross country, and choir. Our Pre-K department hosts monthly Family Workshops. We also won a grant also procured by Chicago Westside Music Community to provide violin and additional keyboard lab instruction. Instruments were donated through a grant by VH-1.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 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:** My School, My Voice Survey provides evidence that our students feel safe in our school. DD, Safety rules and procedures are posted in every classroom. School staff monitors students before and after school to ensure student safety. Arrival and dismissal procedures and safety plans are in place. Our Dean of

students and BRT team conduct meetings with middle school students to reinforce school wide expectations. Restorative justice practices are being implemented building wide through our SCS partnership with Blocks Together, in conjunction with our BRT team.

- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** We employ monthly incentives for our students to encourage students who have great attendance, no behavior infractions and are dressed in school uniforms daily. Students are recognized on the school PA system as well as on the school website. Small tokens are used as an incentive for achieving those goals. Primary students are awarded weekly with a homework and behavioral token that they can use to exchange for small prizes. Our teachers engage in restorative practices to assist students with making better choices and how to handle difficult conversations. Our BRT team and SCS partners conduct peace circles to further provide students with problem-solving skills. They also offer one-on-one counseling to help students in distress or just providing an understanding ear. Survey Guidance assist was hired (schedule) SEL classes weekly
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 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)
  - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 2 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:** For the last 2 years we were one of 20 CPS schools that won a grant for implementing the Sustainable Community School Initiative (SCS) ? an initiative that pairs schools with community organizations to increase access to academic and non-academic programs for children and families. Beidler and our partner agency, Blocks Together have created a plan outlining the specific schedule of services that will be available to families, including after-school programs, family engagement programs, restorative justice practices, workshops, and more. Behavioral plans implemented for specific students in need Restorative Conversations is supported by SCS, SEL Coordinator, Counselor and the Dean of Students. UCAN, YAP, Second Step, Teacher Meetings, Parent Conferences, Pre-K Family workshops, Partnerships with Behavioral Health Facilities (Garfield Park



Behavioral Health Hospital), and Partnerships with Community Organizations ( Breakthrough Urban Ministries, Greater Chicago Food Depository) all constitute as valuable resources to support the whole child. Restorative approaches to discipline have greatly decreased our overall student suspension rate and misconduct reports.

## 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	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
2	Quality and Character of School Life: Relational Trust	0
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
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

## 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	2nd Grade Math Attainment
Root Cause 1	Multi-Tiered Academic Interventions are minimal; not enough time is made during scheduling.
Area of Critical Need 1	2nd Grade Reading Attainment
Root Cause 2	Differentiation and small group instruction lacks consistency.
Area of Critical Need 3	Math Growth among 3rd-8th Grade students
Root Cause 3	Assessments are being utilized unevenly to provide corrective instruction

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8)  Our goal for SY 20-21 in math is to grow 5 %ile by increasing intentional small groups instructions, selected after school invitation, weekly assessment with looking at the data to drive next week's instruction. Admin will attend Network math clinics, provide PDs for math teachers and focus on implementing math practices with fidelity. We are looking into refining our practice with Eureka Math/Engage NY by incorporating PD from the curriculum. As we plan for SY 20-21 we will prioritize that math goals are met, classroom observations are conducted around math skills and standards and teachers are trained effectively to implement skills needed on order to be successful in math. AP Lavizzo will spearhead this charge with support from principal, teacher leaders and Network team.	African American		55.00	57.00
	Overall		20.00	25.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>increase math attainment in 2nd grade by 7%tile points for SY 20-21, by providing professional development, following the pacing guide and developing DOK questioning. For SY 20-21 we will continue to grow with the focus on primary grade teachers (Pre-K- 2nd) strengthening their math content knowledge and understanding by attending specific math PD, creating small group instruction with different strand focus and following the created pacing guide.</p>	African American			
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>Developing teachers' DOK of ELA CCSS and breaking down the standard into smaller dosage in order to provide students will intentional instructions that they can apply across content.</p>	Overall		10.00	15.00
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>We are already seeing substantial growth and our next goal is to turn that into students reaching attainment status consistently across the board (NWEA/DIBELS). Developing teachers' DOK of ELA CCSS and breaking down the standard into smaller dosage in order to provide students will intentional instructions that they can apply</p>	Overall		50.00	55.00
<p>Vision: Attendance Rate</p> <p>For SY 20-21 our attendance goal is 96 %, which is a 1 % increase from SY 18-19 ending attendance rate. To obtain this goal the attendance will be monitored daily with staff notification of daily overall attendance. A team will be created to to focus on students who are between 92%-94% to encourage enhancing their attendance. Monthly</p>	Overall		95.00	95.00
	African American		95.00	95.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
incentives will be given to students who made the 95% or better club.				

**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> SY 20-21 goal is to be well organized on the 5E survey				4.00	5.00

**Custom metrics (33% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Parental Involvement Parents are the first teachers and working with them will inflate students' opportunity to grow. Coordinating CCSS workshops, provide hands on training and supplying parents with tools to support the learning that takes place in school, will give students more possibilities and options to assistance and guidance.					

**Strategies**

**Strategy 1**

If we do...	ongoing PDs, monitoring of (rigorous)instruction, follow the pacing guides, develop DOK questions, Balanced Literacy and Math, create small groups based on data on differentiated instructional strands assessed (NWEA, DIBELS, classroom assessments, and interim
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	assessments) and provide weekly feedback (orally/written) to promote school-wide discussion around the benefits of small group instruction...
Then we see...	the numerous benefits when small group instruction is implemented well. Students will develop relationships with many of their classmates. Students will be given opportunities to discover commonalities, strengths and weaknesses as well as ways to help each other. The teacher will have more time to meet and assess the needs of their most challenging students who may require greater teacher guidance while giving the high achievers time to work independently at a pace that promotes active learning and show their depth of knowledge. Small group instruction will build community since it brings students together around a common purpose, which will allow students to develop and see different ways to attack higher level of questioning with fidelity. Students who have common interests, but different ability levels, will have opportunities to work together...
which leads to...	students having a deeper understanding of rigorous text, correctly solving higher order thinking real life problems and applying skills learned on assessments and submitted work. Increasing student's ability to dive deeper in thinking and making connections; increasing NWEA growth and attainment scores for students in reading and math. Our goal for SY 20-21 in NWEA Math Growth is to grow 5 %ile by increasing intentional small group instruction, improving and increasing membership of our after school tutoring, weekly balanced assessments to drive instruction. Admin will attend Network Math clinics, provide PDs for Math teachers and focus on implementing Math practices with fidelity. We are looking into refining our practices with Eureka Math/Engage NY by incorporating PD from the curriculum. As we plan for SY 20-21 we will prioritize that Math goals are met, classroom observations are conducted around Math skills and standards, and teachers are trained effectively to implement skills needed on order to be successful in math. We will also conduct monthly Vertical alignment meetings. The ILT will spearhead this charge with support from Admin and the Network team. Our goals are modest as we are looking to increase SY 20-21 NWEA Reading Growth by 1 %ile. We are already seeing substantial growth; our next goal is to turn that into students reaching attainment status consistently across the board in an effort to see an increase in NWEA Reading Growth. Developing teachers' DOK of ELA CCSS and breaking down the standards into smaller dosages in order to provide students will intentional instructions that they can apply across the content in addition to implementing a Balanced Literacy approach to all grades and not just our Primary department. Our goal is to increase NWEA Math Attainment in 2nd grade by 7%ile points for SY 20-21, by providing professional development dealing with Eureka Math/Engage NY, following the pacing guide and developing DOK questioning. For SY 20-21 we will continue to grow with the focus on primary grade teachers (Pre-K- 2nd) strengthening their Math content knowledge and understanding by attending specific Math PD, creating small group instruction with different strand focus. Our goal is to increase SY 20-21 NWEA 2nd Grade Reading Attainment by 4 %ile points. We will develop teachers' DOK of ELA CCSS and breaking down(unpacking) the standards into smaller dosages in order to provide students with intentional instruction that they can apply across content. Balanced Literacy practices will also be refined to support small group and differentiated instruction.
Budget Description	
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation

Action steps	<ul style="list-style-type: none"> <li>(Not started) Monitoring instruction by reviewing lesson plans and conducting observations using feedback monitoring tools</li> </ul> <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> <li>(Not started) Checking lesson plans for evidence of following pacing guides and essential questions that incorporates the DOK (Level 3 and 4)</li> </ul> <p>Tags:Structure for Continuous Improvement, Instruction, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(Not started) Create a rubric to assess teacher practice for weekly monitoring</li> </ul> <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(Not started) Develop and coach our leadership teams to build their capacity with sustainable goals</li> </ul> <p>Tags:Leadership for Continuous Improvement</p>
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**Strategy 2**

If we do...	<p>a system of Balanced Assessment and Grading by building teacher capacity for focused formative assessment practices, evaluate the effectiveness of these practices through teacher feedback, build teacher confidence through ongoing PD, and ensure ongoing support for teachers to collaborate in developing appropriate interim and summative assessments...</p>
Then we see...	<p>a deeper understanding of how to use the strength of formative, interim, and summative assessments, greater knowledge to guide instruction and to address student learning needs, teachers effectively using strategies learned in PDs to promote deeper learning, the creation of high-quality assessments, and the fostering of a culture that encourages its members to engage in collaboration that centers around research-based best practices. Building capacity for formative assessments provides information for teachers to make real-time adjustments in teaching students. It allows the teacher to see what progress has made since the last check-in and confirms what the student knows and can do. Skilled use of formative assessment and teacher feedback will have a positive effect on student learning and teaching...</p>
which leads to...	<p>increased Reading and Math Growth and Attainment Percentiles on NWEA MAP each year the test is administered to students, greater accountability through school-wide structures, improved aptitude for all students, and better approaches on how to use various assessments to plan, support, monitor, and verify student learning. Our goal for SY 20-21 in NWEA Math Growth is to grow 5 %ile by increasing intentional small group instruction, improving and increasing membership of our after school tutoring, weekly balanced assessments to drive instruction. Admin will attend Network Math clinics, provide PDs for Math teachers and focus on implementing Math practices with fidelity. We are looking into refining our practices with Eureka Math/Engage NY by incorporating PD</p>

	<p>from the curriculum. As we plan for SY 20-21 we will prioritize that Math goals are met, classroom observations are conducted around Math skills and standards, and teachers are trained effectively to implement skills needed on order to be successful in math. We will also conduct monthly Vertical alignment meetings. The ILT will spearhead this charge with support from Admin and the Network team. Our goals are modest as we are looking to increase SY 20-21 NWEA Reading Growth by 1 %ile. We are already seeing substantial growth; our next goal is to turn that into students reaching attainment status consistently across the board in an effort to see an increase in NWEA Reading Growth. Developing teachers' DOK of ELA CCSS and breaking down the standards into smaller dosages in order to provide students will intentional instructions that they can apply across the content in addition to implementing a Balanced Literacy approach to all grades and not just our Primary department. Our goal is to increase NWEA Math Attainment in 2nd grade by 7%ile points for SY 20-21, by providing professional development dealing with Eureka Math/Engage NY, following the pacing guide and developing DOK questioning. For SY 20-21 we will continue to grow with the focus on primary grade teachers (Pre-K- 2nd) strengthening their Math content knowledge and understanding by attending specific Math PD, creating small group instruction with different strand focus. Our goal is to increase SY 20-21 NWEA 2nd Grade Reading Attainment by 4 %ile points and increased reading growth in DIBELS/TRC by 10%. We will develop teachers' DOK of ELA CCSS and breaking down(unpacking) the standards into smaller dosages in order to provide students with intentional instruction that they can apply across content. Balanced Literacy practices will also be refined to support small group and differentiated instruction.</p>
<p>Budget Description</p>	
<p>Tags</p>	<p>Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Not started) Create a balanced assessment system to plan, support, monitor, and verify learning through formative and summative assessments</li> </ul> <p>Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>• (Not started) On going professional development to build teachers' capacity for balanced assessment</li> </ul> <p>Tags:Leadership for Continuous Improvement, Instruction, Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> <li>• (Not started) Create interim assessments every 5 weeks to support instruction in addition to implementing differentiated assessments</li> </ul> <p>Tags:Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment</p>

System, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning

**Strategy 3**

If we do...	progress monitoring, track success (or lack of), differentiate instruction and assessments, provide daily small group instruction, and conference with students...
Then we see...	data that tells a story that provides information for making concrete decisions on whether to refer students for diverse learner support, continue with the Tier 2 interventions, modify instruction, and/or methods of delivering instruction. We will also see heightened teacher academic knowledge about the students they serve and an understanding of the best ways in which they learn(various modalities), increased student efficacy, implementation of differentiated and small group instruction with fidelity, the development of more varied classroom assessments, increased consistency with feedback of student achievement, and making them a partner in the accountability for their academic success...
which leads to...	teachers identify struggling students sooner which in turn, helps to outline a plan for forming intervention groups with small groups of students with similar learning needs. Early detection greatly enhances a child's path toward success. Delaying or not identifying students can lead to lifelong difficulties that include low self-esteem, underemployment and increased risk of involvement with the justice system. For these reasons, it is imperative to progress monitor students. In addition, progress-monitoring assessment fulfills two main purposes on the school level: to assess students' academic progress and evaluate the effectiveness of the interventions being used. Both purposes require collecting data points frequently that allow teachers to continually monitor progress toward a specific learning goal. It also provides comparative data in which teachers can examine a round of data collection to see how an individual student's performance compares to other students in the class, academic standards, or others in the same intervention group. Our goal for SY 20-21 in NWEA Math Growth is to grow 5 %ile by increasing intentional small group instruction, improving and increasing membership of our after school tutoring, weekly balanced assessments to drive instruction. Admin will attend Network Math clinics, provide PDs for Math teachers and focus on implementing Math practices with fidelity. We are looking into refining our practices with Eureka Math/Engage NY by incorporating PD from the curriculum. As we plan for SY 20-21 we will prioritize that Math goals are met, classroom observations are conducted around Math skills and standards, and teachers are trained effectively to implement skills needed in order to be successful in math. We will also conduct monthly Vertical alignment meetings. The ILT will spearhead this charge with support from Admin and the Network team. Our goals are modest as we are looking to increase SY 20-21 NWEA Reading Growth by 1 %ile. We are already seeing substantial growth; our next goal is to turn that into students reaching attainment status consistently across the board in an effort to see an increase in NWEA Reading Growth. Developing teachers' DOK of ELA CCSS and breaking down the standards into smaller dosages in order to provide students will intentional instructions that they can apply across the content in addition to implementing a Balanced Literacy approach to all grades and not just our Primary department. Our goal is to increase NWEA Math Attainment in 2nd grade by 7%ile points for SY 20-21, by providing professional development dealing with Eureka Math/Engage NY, following the pacing guide and developing DOK questioning. For SY 20-21 we will continue to grow with the focus on primary grade teachers (Pre-K- 2nd) strengthening their Math content knowledge and understanding by attending specific Math PD, creating small group instruction with



	different strand focus. Our goal is to increase SY 20-21 NWEA 2nd Grade Reading Attainment by 4 %ile points. We will develop teachers' DOK of ELA CCSS and breaking down(unpacking) the standards into smaller dosages in order to provide students with intentional instruction that they can apply across content. Balanced Literacy practices will also be refined to support small group and differentiated instruction.
Budget Description	
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> <li>(Not started) Create a baseline for data collections and tracking interventions  Tags:MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Supports, Interventions, or Extensions, MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</li> <li>(Not started) Create a bi-weekly monitoring schedule for MTSS meetings, observations and feedback  Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Shared Leadership</li> <li>(Not started) Monthly PDs for MTSS progress monitoring, interventions, revision(s) and collaboration  Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</li> </ul>

# Action Plan

## Strategy 1

Monitoring instruction by reviewing lesson plans and conducting observations using feedback monitoring tools

Sep 08, 2020 to Jun 22, 2021 - ADMIN ILT

Checking lesson plans for evidence of following pacing guides and essential questions that incorporates the DOK (Level 3 and 4)

Sep 08, 2020 to Jun 22, 2021 - ADMIN

Create a rubric to assess teacher practice for weekly monitoring

Sep 21, 2020 to Nov 20, 2020 - ADMIN

Develop and coach our leadership teams to build their capacity with sustainable goals

Aug 31, 2020 to Dec 18, 2020 - ADMIN

## **Strategy 2**

Create a balanced assessment system to plan, support, monitor, and verify learning through formative and summative assessments

Aug 31, 2020 to Jun 18, 2021 - ILT ADMIN

On going professional development to build teachers' capacity for balanced assessment

Aug 31, 2020 to Jun 18, 2021 - Network District Teacher Leads

Create interim assessments every 5 weeks to support instruction in addition to implementing differentiated assessments

Sep 14, 2020 to Jun 18, 2021 - Teachers

## **Strategy 3**

Create a baseline for data collections and tracking interventions

Sep 08, 2020 to Oct 15, 2020 - Counselor MTSS Team

Create a bi-weekly monitoring schedule for MTSS meetings, observations and feedback

Sep 08, 2020 to Oct 02, 2020 - MTSS Team

Monthly PDs for MTSS progress monitoring, interventions, revision(s) and collaboration

Sep 08, 2020 to Jun 18, 2021 - MTSS Team

# **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.**

Based on right now data, Beider reading data has shown continuous improvement in both growth and attainment based on the NWEA data. This raising is based on a school wide focus of reading instruction with a focus on an uninterrupted 2 hour reading block with a focal point on small group instruction and guided reading, more classroom observations with a timely feedback, coaching and extensive PDs. We have also seen consistent growth in 2nd grade attainment in math and reading; however the growth is minimal. In order to maximize the growth in 2nd grade coaching one on one will be develop to meet 2nd grade teachers needs, weekly feedback with a focus point to address/support/celebrate. Beidler is still in need of math support to ensure that students has access to quality math skills and programs to support growth and mathematical development. In order for the rich content to reach students all staff members must undergo profound PDs, observe superior math educators and engage with co teaching.

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

Beidler will make certain that small group instruction, on going PD, timely feedback, safe time to implement/revise and/or renew strategies are consistently being implemented for the learning growth on all learning platforms to support student's instructional growth and/or enhancement. Admins and leaders will observe classrooms with a focus on teachers providing high quality instruction to all students to support their learning needs and style.

### **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.**

Extended day learning starts after 1st quarter grades and runs into the second week of NWEA EOY testing. During extended day learning students are engaged in further instruction and strategies to support their learning and growth; teachers provided one on one instruction as well as small group instruction. During the summer students going to Kindergarten attend s 5 week program to support the transition into elementary school and create their learning learning path for the upcoming year.

### **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).**

Additional support to reach students who are in greater need in order to be successful will include a core mentoring group sponsored by our SCS grant; this mentoring will include one-on-one tutoring, as well as

small group tutoring, daily/weekly check ins for SEL and academic needs and self accountability measurements/goals to obtain in a timely manner. Students will also partake in counseling sessions weekly with the school counselor to discuss matters in a safe and secured environment. As for college and career awareness the school will undergo after high school next steps so that students understand the options they have to after high school, create the best path and track progress.

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

Beidler is a supportive engagement when Admin has an open door policy where teachers are free to visit for a conversation, feedback, suggestions and just a hello. Admin believes in creating leadership opportunities for teachers to grow and lead. All new teachers are given a mentor that s/he can reach out to for support, ideas and/or guidance. Most important we are a corroborating teams that believes all voices count.

Provide leadership opportunities. ...  
Establish a mentoring program. ...  
Improve the work environment. ...  
Keep up to date with educational technology. ...  
Reach out to the community. ...  
Study incentive programs.

**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.**

Admin, teachers and staff members undergo PD throughout the year to reinforce learning expectations. Admin attend leadership, budget and coaching PDs. Along with instructional PDs with and for teachers. PDs that are given by the District, Network, Core Content Area and private companies.

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

Parental Involvement consistent of LSC. CIWP team and Parental support team. These groups create programs, assemblies, trips and other activities to encourage and invite families to get involve with the school community. Our parental support teams provides classroom supports to students and teachers, assist during lunch an recess times and delivers extra monitoring during dismissal.

**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.**

One of the teacher leads is spearheading the transition fro PreK to Elementary school with the support of the "Teach Plus Kindergarten Readiness " grant. The grant will provide this teacher leader with immeasurable learning to assist that PreK and Kindergarten teachers are connecting with learning expectations, setting reachable goals, instructional tools and strategies to bear the learning intention. Admin will also absorb this learning and opportunity to team build with this teacher leaders, issue feedback and conduct classroom observations for growth areas.

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

Teachers will have a voice and involvement with defining what accountability is regarding how and what acceptable teacher's made assessment looks, addresses and given. They will also provide input on designing and selecting methods of ways to measure student's comprehension of a standard taught,

grading and grading weight. As well as retakes and do overs. Teachers will also create a tool to monitor how well the teacher's created assessment addresses the needs and styles for their students by analyzing scores on the assessment given.

**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.**

Small group instruction will be provided daily to provides students the opportunity to gather more strategies to complete a given task. After school tutoring will be given to all students in need of growth based on the areas of need improvement. Counseling and mentoring will be given to students who are in need of accountability and more intense instructional strategies.

**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.**

Beidler has a parental team that conduct needs assessment from families. After the needs assessments are given and analyzed a plan is put in place to address the needs. For our STLS families there is a go to person within the building with supplies them with transportation, school supplies, school uniforms and hats and coats. There is a food drive biweekly where families can obtain fresh fruits and vegetables, can goods and non perishable items.

## 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.**

ESSA will be a regular item on the LSC Agenda that will be reviewed by all attendees. It was also be a part of a survey given to parents and families during after school activities, report card pick ups and at the end of the school year. Monthly LSC/PAC meetings will review budget, programs updates and other important information pertaining to the success and systems within the school. Report Card Pick Up will be held twice yearly where parents, students and teacher will conference about academic success and attendance, quarterly academic nights where all stakeholders can engage in learning strategies and skills to support learning after school hours. There will also be a State of the School address given to inform all stakeholders where the school stands with academic growth, attainment and attendance.

**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**

Annual Title 1 Meeting will be Thursday, September 10th at 4:30 pm (Open House). Parents will be notified by monthly calendars, reminders and posted on the marquee.  
Title 1 PAC Organization Meeting will be held on Thursday, October 8th at 4:30 pm.

**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.**

Our response will be what is based on the students' needs for success; we will provide parents with necessary information to support remote learning at home, create action plans for students and communicate openly with the home.

**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.**

Copies of students' NWEA Progress Reports will be distributed to parents and explained in great detail what the metrics mean in comparison to national norms.

**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.**

Letters and Remind messages will be sent to notify parents when students are without a highly qualified teacher. Emails will be used as a secondary source to communicate this information. We will also hold conferences for any parents needing clarifying information.

**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.**

We will assist parents with signing up for Parent Portal to check students' grades as well as how to set up alerts on their phones for grade and attendance changes. We will conference with parents as a school community to articulate the NWEA metrics and comparatives. Workshops will be another vehicle we will use to inform parents how to interpret the NWEA RIT scores as well as NWEA Goal Setting.

**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.**

We will send home log in information for all technology programs used at school to facilitate remote learning at home with instructions on how to use the learning platforms, and host workshops to increase parental knowledge on essential skills and strategies to assist their child(ren) with Math and Reading.

**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 will continue with our Parental committee that creates plans for interactions with parents as well as provide PD on how to engage parents in a positive way.

**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.**

Monthly workshops will be held to inform, educate, and socialize with parents about the important part they play in educating their child. During these workshops we will emphasize the value of a sound education and how important it is for the parent to play an active role with the school to promote achievement.

**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.**

Remind messages, newsletters, and fliers will be sent home in the native language of the parent written in a font large enough for all to read.

### **Policy Implementation Activities**

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

**<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>**

**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.)**

Beidler's mission is to provide students with an environment that fosters a positive work ethic, high character values, and the critical thinking development necessary to compete in a 21st Century global economy.

**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.**

Beidler offers 3 types of Parent-Teacher conferences: One-on-one by appointment, parent and teacher team conference by appointment, and academic discipline themed conferences. The scheduled conferences will be: Open House on September 18th from 4:00-6:15 pm; Report Card Pick-Up(1st Quarter) on November 14th from 12:00-6:15 pm; Literacy Conference on January 15th from 4-6:15 pm; Math Conference on March 12th from 4-6:15 pm; and Report Card Pick-Up(3rd Quarter) on April 10th from 12-6:15 pm.

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

Beidler will provide Progress Reports to parents every 5 weeks. The reports will be distributed on: October 5th, November 14th, December 14th, February 8th, March 8th, April 10th, May 17th, and June 18th.

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

Beidler will provide access for staff consultation with parents by appointment on a daily basis before 8:45 am, after 3:45 pm, and during teacher preparation periods with Principal permission.

**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.**



Beidler will provide opportunities for parents to volunteer and participate in their children's classes upon completion of the volunteer application through the Chicago Public Schools CiviCore database. Once that process is complete, the school will conduct interviews with the volunteer candidates to ascertain the type of skill level and assistance they want to provide classrooms. Volunteers can serve a variety of needs including mentoring, tutoring, and being a classroom assistant.

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

Beidler parents will assist in the educational process by attending all Parent Conferences, by staying informed with the school calendar and school website, support homework expectations after letters are sent out, support healthy habits such as making sure students have had proper rest, and support the school's Attendance policy.

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

Beidler parents will participate in decisions relating to their child's education during Report Card Pick-Up Nights, Literacy and Math Nights, IEP meetings, and during one-on-one conferences with staff. They will also have voice during our back to school celebration.

**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).**

Beidler students will share in the responsibility for academic improvement by following the school's Attendance policy, following classroom rules regarding preparedness, actively participating in bi-annual Goal setting meetings with their teachers, and regular grade check discussions with teachers from Parent Portal information.

## **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.**

To increase parental involvement by 10% with supporting students' academic support. We will hold parent workshops quarterly to provide parents with strategies, programs and skills to support learning. During the 1st quarter we will host Literacy Night, 2nd quarter will cover strategies and programs to support Reading and Math, 3rd quarter we will host Math night, and 4th quarter we will cover summer Remote learning and educational activities to decrease the chance of summer "slide" regression.

**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.	\$1000.00
<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.	\$625.00
<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)	\$886.00
<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.	\$150.00
<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