

Willa Cather Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/13/2020	CIWP Committee Members	CIWP
03/26/2020	CIWP Committee Members	CIWP Strategies
04/22/2020	CIWP Committee Members	CIWP Clean Ups
05/06/2020	CIWP Committee Members	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
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Cather demonstrates strong leadership and collective responsibility with a score of 72% for Collaborative Teachers, 70% for Ambitious Instruction, 60% Effective Leaders on the 5Essentials Survey for CPS. For the past three years, the category for Effective Leaders increased from 41% in 2017, 51% in 2018, and 60% in 2019. According to the survey, Instructional Leadership is strong. 56% agrees that the leadership communicated the instructional goals for the school year. The Mission and Vision are posted throughout the school. 63% of the teachers agree that the leadership knows what goes on in the classroom which was an improvement from the previous year, 53%. The leadership spent more time focused on improving the Multi-Tiered Systems of Support (MTSS), to help support students and teachers, which are directly connected to Cather's Mission and Vision.
- 3 - 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
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school

- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 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:** The Cather ILT has a consistent structure for teacher leadership that is focused on school-wide data to improve student educational outcomes. The ILT Team has scheduled meetings twice a month to examine a variety of areas that impact overall school performance (attendance, SQRP, On-Track Rates, Discipline, Formative Assessments). Teacher Leaders share information with their colleagues through teacher-led meetings and at grade level meetings. The school-wide attendance rate has improved. Daily phone calls, home visits, classroom and school-wide incentives, attendance contracts, are some of the strategies used to improve student attendance. During the 2019-2020 school year, the leadership team worked collaboratively to improve the metric.

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
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:** Teachers at Cather continue to implement the Comprehensive Units of Study provided by Network 5 in Literacy and Math which are aligned to the Common Core Standards where they follow curriculum sequencing and pacing guides. Lesson plans are submitted and review weekly. Every quarter the lead teachers attend network instructional meetings. After they return, they train their teams on the network's focus. According to the 5Essential Survey, reading and math instruction are considered ambitious.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 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

- 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:** Teachers are focused on giving all students equitable access to cognitively demanding content. Teachers incorporate strategies to give all students a voice in problem-solving. When every student has an equal voice, no student feels like they are left out. Teachers and students as partners in using higher-order questioning techniques while solving problems.
- 3 - Balanced Assessment and Grading
 - 3 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
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 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
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Cather administration checks grades in Gradebook weekly and set assessment goals for each grade level to submit an assessment every five weeks in reading, math, science, and social studies. Teachers use multiple measures of formal and informal formative assessments to understand and address student learning needs.
- 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)

- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 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)

- 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:** For the past two school years 2018-2019 and 2019-2020, Cather has been more conscious about teaching expected behaviors. The culture and climate have improved. How we began the school year set, the tone, and pace for the entire school year. As a team, we developed and established Tier 1 processes and procedures to teach expected behavior. The leadership team collaborated and developed a Tiering Criteria - Menu of Interventions for Tier 2 and 3 tools to help determine appropriate research-based interventions for students or groups of students making inadequate progress in Tier 1. Once a criterion is chosen, a parent letter can be created and sent home indicating information about the intervention. The letter encouraged parents to become partners with Cather in their child's development. The Problem Solving Process (PSP) team met with teachers every other week to identify root causes of deficit areas. There are other strategies used to improve culture and climate in our school which have also contributed to an improved culture.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 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:** School-wide observational data shows a need for an increase in the use of higher-ordered questioning across all grade levels and the consistent implementation of differentiated tasks based on student achievement data. Most students report that teachers require them to work hard in class, report opportunities to work with peers and revise their work. Most of students state, they connect learning to real-life situations in reading, and most of students report applying math outside of school. Although teachers assess students work individually, there is not a consistent practice of collectively examining student work.

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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Cather continues to implement practices school-wide to foster a positive climate throughout the school and build relational trust (School Mission and Vision statement, Cather School Student Pledge, College Banners, and inspirational quotes throughout the school environment, implementation of the second step curriculum, use of restorative practices when dealing with student

misconduct and staff modeling. 2019-2020 5Implementation of culture and climate standards are emerging. 5essential survey data shows the overall Supportive Environment is neutral, 43%. Although the Teacher to Teacher trust is strong, 80%, the student to teacher trust needs improvement, 43%. In addition Student Peer relationships need improvement, 30%. The counsel There are opportunities for a teacher through the implementation of common planning time schedules. Cather implements tiered supports to foster positive relationships school-wide (Second Step Program, Mentoring Programs, Restorative Practices, Individual and group counseling).

- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Cather student voice is evident through the 2019 - 2020 high rate of (89.3%) student participation in the My Voice My School survey. Cather continues to offer a variety of extracurricular opportunities for the student (Out Of Time Programing, CPS Score sports activities, Communities in Schools Program, Open Books Reading Buddies Program, Primary Screen Safe Program, Saving our Cinderellas Mentoring Program, Salvation Army, Capital 1 Inspire-U Mentoring Program, Capital 1 Coders Program, University of IL. Nutrition Program, Gardener's Program, Safe Route Ambassadors, Junior Achievement, Fuel Up to Play. Cather also provides opportunities for student enrichment through Saturday School Programming.
- 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)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** For Cather, the over all safety needs improvement. The school continues to offer a variety of extracurricular opportunities for students: CPS Score sports activities, Communities in Schools Program, Open Books Reading Buddies Program, Primary Screen Safe Program, Saving our Cinderellas, Mentoring Program, Salvation Army, Capital 1 Inspire-U Mentoring Program, Capital 1 Coders Program, University of IL. Nutrition Program, Gardener's Program, Safe Route Ambassadors, Junior Achievement, Fuel Up to Play. Cather also provides opportunities for student enrichment through Saturday School Programming.
- 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:** The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by a strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 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)
 - 4 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:** Cather will provide staff with Professional Development on the value of parent support in the school community and the role of parents as equal partners in the education of their children. We will collectively plan parent involvement opportunities throughout the school year, communicate them in monthly school newsletters, and post these opportunities on the parent information board. Teachers will make frequent contact with parents and record all parent contact in a parent contact log filed in the main office. Cather communicates with parents in a variety of ways through the use of monthly calendars, quarterly newsletters, parent portal, Cather website, school marquee, phone calls, parent-teacher conferences, school assemblies, monthly PAC meetings, and LSC meetings. Impact shows an increase in the number of parents using the parent portal. Over 82% of parents are picking up report cards during parent-teacher conferences. Teachers report most of parents to attend conferences requested by teachers most of the time. Teachers state that 60% of parents contact them about their child's school performance. All responses to the parent support center are addressed in a timely, and thorough manner. Parents are informed and participate in school fundraisers. Observational data shows a high degree of parent participation at school assemblies, especially at the primary and

intermediate grade levels. Parent participation at LSC and monthly PAC meetings remain low as evidenced in parent sign-in sheets.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	4
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	2nd grade attainment (READING)
Root Cause 1	
Area of Critical Need 2	Reading (3rd - 8th) Growth
Root Cause 2	
Area of Critical Need 3	Math attainment (3rd-8th)
Root Cause 3	
Area of Critical Need 4	Attendance
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
SQRP: National School Attainment Percentile - Reading (Grades 3-8)	Overall		40.00	50.00
I chose this metric because students in kindergarten are learning to read. If we can ensure that most of our second graders are reading at grade level or above by the end of second grade, then, we will know they will be ready for third grade and beyond. (Thus, closing the achievement gap.)				
SQRP: National School Attainment Percentile - Math (Grades 3-8)	Overall		50.00	55.00
I chose this metric because second-grade math skills build on what was learned in kindergarten and first grade and prepare students for third grade.				
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Overall		70.00	80.00
I chose this metric because it is both appropriate and rigorous and reinforces the expectations for all students to be college and career ready.				

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)	Overall		75.00	85.00
I chose this metric because...				
Vision: Attendance Rate	Overall		94.00	95.00
I chose this metric because it strategically addresses barriers that address truancy and impacts the academic success of students.				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey With identified strengths and weaknesses of the 2018-2019 survey, you can target interventions for improvement.			3.80	4.00	4.50

Custom metrics (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
MTSS-SEL Team meets to discuss Tier 1, 2, 3 and the Problem Solving Process (PSP) MTSS Team Meets ever other week to discuss the team's MTSS Processes and Procedures, Supportive Schools - SEL, Tier 1, Tier 2, 3, and the Problem Solving Process (PSP). This will improve the culture and climate of the school and improve the quality of MTSS Aspen records entered in Aspen.		80.00			
Integrate SEL into lessons everyday		80.00			

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Teachers will continue to integrate SEL into lessons everyday to improve student to student relationships.					
Continue to conduct weekly or monthly attendance celebrations Continue to conduct weekly or monthly attendance celebrations to improve attendance goal.		95.00			
Continue to conduct bimonthly Tier 1 ?Caught Being Good? school rally Continue to conduct bimonthly Tier 1 ?Caught Being Good? rallies to reduce the number of infractions.		80.00			

Strategies

Strategy 1

If we do...	If we properly develop and implement our procedures and structures for MTSS, and provide ongoing professional development with accountability measures for staff
Then we see...	teachers having a cohesive understanding and vision of MTSS, being able to follow procedures and provide support to students in Tiers 2&3, as well as access resources to support students that received special education services, and present evidence for students that are to be considered for evaluation.
which leads to...	strengthening our staff knowledge on how to implement interventions for Tiered students, increase the percent of 2nd-8th grade students attaining grade level norms by 15% and students with IEPs meeting growth expectations by at least 10% by SY22.
Budget Description	Funding for supplies for social workers, counselor....
Tags	MTSS
Action steps	<ul style="list-style-type: none"> (Not started) To improve teachers clarity regarding the purpose of MTSS, teachers need PD to gain understanding and tier students appropriately. <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p>

	<ul style="list-style-type: none"> (Not started) To assist teachers with gaining clarity regarding the purpose of MTSS PD Training needs to be developed and given uninterrupted, protected time. <p>Tags:</p>
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Strategy 2

If we do...	If we align our school wide grading practices and provide professional development for planning instruction utilizing assessments
Then we see...	our aligned grading policies reflecting equity for all students progress, while supporting facilitation for teacher reflection on instruction and its effectiveness, and identifying strengths and gaps in the curriculum and instructional practices
which leads to...	increasing student understanding of their strengths, improving on their learning, and allowing for adjustment to instructional practices and culture to better engage students and foster a positive environment.
Budget Description	Professional Development, Ongoing Learning Clinics....
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) To increase the amount of PD for teachers in order to improve the ability to plan lessons based on assessments. <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> (Not started) To revise the schoolwide grading practices for improvement with all students <p>Tags:Balanced Assessment and Grading</p>

Strategy 3

If we do...	If we deliver professional development to all teachers on rigorous tasks and differentiation within instruction, and plan for implementation with milestone checkpoints
Then we see...	teacher lessons and tasks reflecting grade level rigor and planning for lessons would address all students ability levels while the focus of instruction would shift beyond attainment
which leads to...	increasing our 2nd-8th graders attainment and growth by 10% on the NWEA EOY SY21 in ELA and Math, and increasing our students growth with IEPs by 10%

Budget Description	Professional Development, In School after school clinics,
Tags	Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) To provide PD to teachers relating to differentiation in order to meet high performing students' needs <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) To adjust the instructional focus schoolwide to increase attainment for all students. <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Student Discourse</p>

Strategy 4

If we do...	more with integrating health & wellness activities within the classroom & outdoor spacing for learning. (physical activity, nutritional & health education & school-based health services)
Then we see...	more students able to focus & perform better academically, reduced disciplinary problems and improved energy for school & play.
which leads to...	increased test scores, healthier habits & choices that help prevent diseases & reduce risky behaviors and improved student attendance.
Budget Description	Integrate more health & wellness / social emotional learning activities & best practices in place for the new school year.
Tags	Health & PE: Health Education Skill-Based Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) improving access to daily physical activity, nutritious foods, school-based health services, health education, & supports for students with chronic conditions and more <p>Tags:Health & PE: Health Education Skill-Based Curriculum</p> <ul style="list-style-type: none"> (Not started) through school health services students have access to the care they need to manage various health conditions <p>Tags:Health & PE: Health Education Skill-Based Curriculum</p> <ul style="list-style-type: none"> (Not started) track individual student absences to better identify students that are at risk of becoming chronically absent

	<p>Tags:Health & PE: Health Education Skill-Based Curriculum</p> <ul style="list-style-type: none"> • (Not started) provide students with health & wellness education to help them learn skills they will need to make healthy choices for the rest of their lives <p>Tags:Health & PE: Health Education Skill-Based Curriculum</p> <ul style="list-style-type: none"> • (Not started) increase fruit and vegetable intake (good nutrition) to improve success in the classroom <p>Tags:Health & PE: Health Education Skill-Based Curriculum</p> <ul style="list-style-type: none"> • (Not started) making sure families are being fueled by healthy habits & are engaged in school activities around health & wellness (family & community engagement) <p>Tags:Health & PE: Health Education Skill-Based Curriculum</p> <ul style="list-style-type: none"> • (Not started) dedicate instructional time for systematic nutritional education for all grades (150 minutes of weekly PE with up to 60 minutes for health education) & 300 minutes of sex education instruction for (K-4) & 675 minutes for (5-8) {CPS PE Policy} <p>Tags:Health & PE: Health Education Skill-Based Curriculum</p> <ul style="list-style-type: none"> • (Not started) make sure students are physically active for 60 minutes a day through recess, movement minutes in the classroom & PE <p>Tags:Health & PE: Health Education Skill-Based Curriculum</p> <ul style="list-style-type: none"> • (Not started) Provide teachers time to use the outdoor spacing for learning <p>Tags:Health & PE: Health Education Skill-Based Curriculum</p>
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Action Plan

Strategy 1

To improve teachers clarity regarding the purpose of MTSS, teachers need PD to gain understanding and tier students appropriately.

May 04, 2020 to Oct 09, 2020 - Principal

To assist teachers with gaining clarity regarding the purpose of MTSS PD Training needs to be developed and given uninterrupted, protected time.

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Strategy 2

To increase the amount of PD for teachers in order to improve the ability to plan lessons based on assessments.

Aug 17, 2020 to Aug 28, 2020 - ILT & Teachers

To revise the schoolwide grading practices for improvement with all students

Aug 24, 2020 to Jan 29, 2021 - ILT & Teachers

Strategy 3

To provide PD to teachers relating to differentiation in order to meet high performing students' needs

Aug 17, 2020 to Jun 18, 2021 - Administrators & Teachers

To adjust the instructional focus schoolwide to increase attainment for all students.

Aug 17, 2020 to Jun 18, 2021 - Administrators & Teachers

Strategy 4

improving access to daily physical activity, nutritious foods, school-based health services, health education, & supports for students with chronic conditions and more

Sep 14, 2020 to Jun 14, 2021 - Health & Wellness Coordinator, School Nurse, Administration, & Teachers

through school health services students have access to the care they need to manage various health conditions

Sep 07, 2020 to Jun 14, 2021 - Social workers, Nurse, Counselor

track individual student absences to better identify students that are at risk of becoming chronically absent

Sep 07, 2020 to Jun 14, 2021 - SCR, Attendance Coordinator

provide students with health & wellness education to help them learn skills they will need to make healthy choices for the rest of their lives

Sep 07, 2020 to Jun 14, 2021 - administration & wellness coordinator

increase fruit and vegetable intake (good nutrition) to improve success in the classroom

Sep 07, 2020 to Jun 14, 2021 - teachers, administration

making sure families are being fueled by healthy habits & are engaged in school activities around health & wellness (family & community engagement)

Sep 07, 2020 to Jun 14, 2021 - School Community Rep & Wellness Coordinator

dedicate instructional time for systematic nutritional education for all grades (150 minutes of weekly PE with up to 60 minutes for health education) & 300 minutes of sex education instruction for (K-4) & 675 minutes for (5-8) {CPS PE Policy}

Sep 07, 2020 to Jun 14, 2021 - Administration

make sure students are physically active for 60 minutes a day through recess, movement minutes in the classroom & PE

Sep 07, 2020 to Jun 14, 2021 - Admin.& teachers

Provide teachers time to use the outdoor spacing for learning

Sep 07, 2020 to Jun 14, 2021 - Administrators

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.

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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.

Cather uses data from NWEA and the SQRP to assess student attainment and growth in reading and math. Also, administration, the ILT and teachers devise school-wide grading systems and expectations.

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

Cather implements strategies that reflect equity for all students. Administration, the ILT and teachers build student efficacy with goal setting, by helping them develop understanding of their strengths and assisting them with improving on their learning.

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.

Cather is developing a schoolwide MTSS plan to ensure teachers understand and implement student assistance with fidelity. Teacher will receive professional development, coaching and feedback. This will advance academic and behavioral achievement through evidence-based interventions, frequent progress monitoring, and ongoing data analysis.

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 Cather teachers meet bi-weekly to monitor the progress and set goals for students through analyzing data (test scores, student work, assessments, and peer observations) in order to identify students' needs of support. MTSS is implemented and allows us to find root causes to these needs of support and be able to plan for suitable interventions that will address the concern. This plan involves the parents, all teachers working with the student, a monitoring system of progress, and a creative set of innovative teaching methods fit for each identified child. This team also consists of the Counselor and Social Workers that are present for SEL supports that may have been identified, higher learning preparation. We also have several partnerships that are committed to the school community and serves as a tutor/mentor support for identified students. These structures are school wide and are accessible to every child in the school.

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

Cather has a hiring team that is made up of administration, the school counselor & HOUSE Leaders (If applicable). This team together selects candidates through the utilization of a protocol with qualified resumes. Interview dates are set, and upon arrival the applicant is given a tour of the school and any pertinent data. The interview is conducted with various members of the team depending on the position (this promotes equity and shared responsibility) After questioning (predetermined questions based off of the resume), the candidate is then offered an opportunity to ask questions to the team. If the candidate is there for an instructional position and the team is pleased with the interview, the candidate is invited back to do an instructional demonstration for further consideration

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.

Cather allows for data analysis and grade team reflection protocols to serve as a support to teacher efficacy. The teacher goal setting and class data identifies the area needed for professional development. Therefore, the teacher determines their own learning and becomes vested in the work, and held accountable for bringing the learning back to the school community. This system is often monitored, for teacher goal setting is conducted quarterly and professional development is aligned to those results. This

is in conjunction with the outside resources offered on district levels that pertain to different pedagogy and grade levels.

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

We will encourage parents to use (ASPEN) Parent Portal to monitor their child(s) academic progress. Cather will work with the PAC and LSC members to plan workshops for families to increase parental involvement. Technology classes will be offered to enable parents to better assist their children at home with the academic requirements of the school. Teachers will be available to support parents through planned parent conferences and give specific feedback to parents as to how to support their child. Parents will have the opportunity to participate on the CIWP committee.

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.

Cather's Preschool Program Staff collaborates and plans school wide activities with Primary Team Members in order to provide coherence and facilitate a smooth transition from Preschool to Kindergarten. Parents are strongly encouraged to participate on the PAC and LSC committees as well as in all of our school wide events. Cather's administration will continue to promote parent initiatives and continue to support the Early Childhood Department. Both the Pre-K Team & the Primary Team work close together collaborating so that the transitions from Pre-K to KDG will be smooth.

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.

Principal will first view mandatory schoolwide assessment webinar, which outlines the procedures on how to implement the development of an Assessment Plan with teachers. Together a draft is prepared and all teachers review it. If necessary, the plan is revised. Finally, the plan is voted upon by school staff. If it passes through the vote, it is submitted to CPS as the Assessment Plan for the school.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

MTSS is the approach Cather will be using to identify students who are struggling. However, this approach is designed to impact students at all levels. First, we want to prevent issues through effective rigorous core instruction (prevention rather than remediation) Then, if necessary, we move to other levels of assistance. Staff will work collaboratively to monitor student achievement & then make informed decisions that will be used throughout the process. First, teachers will collect data on an ongoing basis. Data will include items such as test scores, formative assessment, and observations. Then, the team will analyze the data looking for strengths and weaknesses, focusing any potential skill deficits. Finally, instruction will be modified to address any deficits.

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.

Cather receives funding to carryout activities with many of the programs listed. We first had to do a needs assessment of the entire school based on parent involvement and concerns. Next, we looked at the

programs and what would help our parents with assisting us in setting their children up for success. Utilizing these programs, we develop strategies to address the needs of our families through parent workshops including (but not limited to): counseling, mentoring, college and career readiness skills, finance education, nutrition (HEALTH & WELLNESS), and social and emotional learning.

ESSA Targeted Assistance Program

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.

All parents are invited and encouraged to participate in the CIWP process, and review the ESSA and Title 1 parental and family engagement plan and policy. Parents are invited to attend monthly LSC & PAC meetings to have input on school wide policies. Written notices are sent home with all students and information is placed on the Parent Board, School Marquee, School Website, and updated monthly to inform parents about ALL meetings being held in the school environment. The PAC will sponsor various workshops and presentations on a variety of topics, aligned with the CIWP, addressing the needs of the parents.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will conduct an annual meeting with parents during the first month of school at a convenient time to inform them of school wide opportunities for parent involvement as well as participation in NCLB

and Title 1 Programs their children participate in. We will review all Title 1 requirements and parent's right to participate in these programs, as well as, invite parents to monthly Parent Advisory Council meetings. The projected date of the Title 1 Annual meeting will be Wednesday September 16, 2020. The projected date of the PAC Organizational Meeting will be Wednesday, Oct. 7, 2020. At the Organizational Meeting, we will determine the dates and times our monthly meetings will be held.

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

The school will host monthly meetings for parents to present concerns or suggestions they might have in the education process for their children at Cather School. From the concerns, solutions will sought immediately to ensure all voices continue to be heard.

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.

The Principal will conduct a State of the school Address to inform all parents of school wide performance on State Assessments. In addition, parents will receive information about their individual child's progress from classroom teachers at the beginning, middle & end of the school year. Parents will be provided Report Card every 10th week (weeks 10, 20, 30 & 40) and a Progress Report every 5th week (weeks 5, 15, 25 & 35).

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents will be notified in writing by the school Principal of the status of their child's teacher as defined by the Title 1 Final Requirements for Educators to all students who are taught at least four weeks by teachers who are deemed "Not Highly Qualified".

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.

The school will offer a range of learning opportunities to assist parents in understanding academic content standards such as: Monthly instructional based workshops (PAC), family literacy and math nights, health & wellness workshops, how to help your child with homework, remote learning suggestions and various other activities. Furthermore, parents will be encouraged to meet with their child's teacher to address any questions or concerns they may have.

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.

Cather will work with the PAC and LSC members to plan workshops for families to increase parental involvement. Technology classes will be offered to enable parents to better assist their children at home with the academic requirements of the school. Teachers will be available to support

parents through planned parent conferences and give specific feedback to parents as to how to support their child. Parents will have the opportunity to participate with the CIWP committee.

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.

Cather Administration, ILT, and the entire staff will participate in workshops targeting increasing parental involvement. With ideas from the entire staff, Cather will continuously look for ways to increase parental contribution in pursuing our schoolwide mission.

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.

Cather's Preschool Program Staff collaborates and plans school wide activities with Primary Team Members in order to provide coherence and facilitate a smooth transition from Preschool to Kindergarten. Parents are strongly encouraged to participate on the PAC and LSC committees as well as in all of our school wide events. Cather administration will continue to promote parent initiatives and continue to support the Early Childhood Department.

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.

All written forms of communication will be sent home in English. Every attempt will be made to send home written communication to Spanish speaking parents when possible. Cather will send out monthly calendars detailing important information happening during the month. The information is also placed on the Cather School Website & the school parent board in the school.

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.)

Cather's vision is that all students will take active roles in obtaining academic success in a nurturing environment where literacy provides the educational foundation and literature/writing is the common thread for all teaching and learning. A strong academic press will challenge students to reach their academic potential and prepare them to take their places as productive citizens in a highly technological, multicultural society. To accomplish this vision, Cather commits to the collaborative involvement of all stakeholders in providing high-quality instruction, ongoing staff development, social & emotional learning, technology infusion, increased health & wellness and safe & nurturing learning environments. We want to help all children learn how to create healthy habits, purposeful lives, and become independent learners and courageous & powerful leaders.

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.

Parent-teacher conferences may be scheduled and agreed upon between the parent and teacher between 7:15am - 7:45am, during the teachers' preparation time (schedules will be sent home), or after school. Conferences will be conducted school-wide on scheduled CPS Report Card Pick-up days in November & April. At the beginning of the school year, during the month of September, an Open House is held. The school will hold a "Beginning of the Year" & "Middle of the Year" State of the School Address informing all stakeholders on the status of the school.

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

Student progress reports will be sent home every five weeks after the beginning of a new quarterly marking period. Report cards will be picked up by parents after the 1st and 3rd marking periods. Report cards will be sent home with the students after the 2nd and 4th marking periods. We will assist parents in signing up for ASPEN Parent Portal during Open House and on Report Card Pick-up Days where they can check their child's progress regularly.

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

Every attempt will be made to guard student instructional time. Parent-teacher conferences may be scheduled and agreed upon between the parent and teacher between 7:15 am - 7:45 am, during the teachers' preparation time, or after school. In addition, parents may also consult with the teacher by phone/email/school website during non-instructional time. Teachers can be emailed directly by going to the staff directory on our schoolwide website.

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 may volunteer to assist teachers during or outside of classes if agreed upon by the principal and approved through the CPS Volunteer Process. Parents may also volunteer to attend field trips, assist with

after school social activities, and other school related projects throughout the school year. Parent involvement opportunities will be posted on the Parent Board and listed in the month school newsletter.

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

Parents can monitor their children's homework assignments for accuracy, attend workshops geared to teach the same strategies that their children are learning, and attend performances and activities held for their children to showcase their work. Parents are asked to bring their child to school daily and on time as well as collaborate with the school to ensure their child maintains the proper behavior etiquette. Parents will receive daily phone calls when students are not in school and staff will communicate the importance of good attendance and how attendance is tied to student learning outcomes in school.

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

All parents are invited and encouraged to participate in the CIWP process, as well as to attend LSC, NCLB, and other meetings to let their voices be heard. Notices are sent out to parents monthly, posted on the Parent Information Board, School Marquee & School Website. Parents are also asked to complete the My Voice, My School Survey in April, to provide input and feedback about the school performance.

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).

All students will learn and recite the Cather School Pledge each morning which encourages students to strive toward excellence in their scholastic performance, school attendance and behavior by coming to school on time, daily and being well prepared. They will be informed of their current progress, and of what is needed to reach achievement goals. They will sign contracts of commitment to take responsibility for their own learning. Students are informed about their own level of performance on an on-going basis during test talks & data conversations with teachers.

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.

Goals: to increase the daily attendance rate and decrease truancy
to increase parent teacher relationships (more parents volunteering in the school)
to increase healthy eating habits at home and at school
to provide parents with a wide variety of resources to assist with their students academic performance (ASPEN portal...)
to provide opportunities for parent collaboration

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

Account(s)

Description**Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$621.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$513.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$250.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1200.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$50.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00