

Jose De Diego Elementary Community Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	All of the above	SEF Self-Assessment
02/06/2020	All of the above	SEF Evidence
02/20/2020	All members	Areas of Critical Need
02/25/2020	All members	Areas of Critical Need

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
 - 4 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)
 - 2 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
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Instructional Leadership Team developed Vision statement and Theory of Action statement that is present in every staff meeting (agendas, presentations, grade level meetings, ILT meetings, Climate & Culture, etc.). The school model's of Personalized Learning and Distributed Leadership (Multi-Classroom Leaders) are embedded into the vision and Theory of Practice statement. Personalized Learning drives instructional practices in all classrooms K-8. Departmentalization by content area allows for teachers to collaborate as a team and teach all students in their grade level fostering positive climate and culture. Climate and Culture team comprised of classroom teachers, teacher leaders, administrative team and school staff with the focus of Safety and Order. School wide implementation of Mindful Practices that encourage daily check-ins procedures and protocols for social emotional student status in every homeroom/grade level class. Students demonstrating Tier 2 and Tier 3 behaviors provided with counseling support groups such as Sparks and SS Grin. Additional services such as UCAN for individual students. Multi Classroom Leaders and other School Leaders are provided with Mentor/Coaching from Fulcrum bi-weekly. Additional CPS Main Office and Office of Early Childhood coaching supports in place for all distributed leadership members. Distributed Leadership model provides classroom teachers with instructional coaching from peers within the building. The Multi Classroom Leaders work with various teachers that are aligned based on content area. For example, one teacher works with ELA and Social Sciences teachers in grades 3,4,5,6,7 & 8. Monthly Professional Learning Communities (PLC's) broken into all staff, Math, English Language Arts and International Baccalaureate focus areas led by teacher leaders. These content

PLC's provide teachers with an opportunity to collaborate, work on school wide initiatives that reinforce the school vision and theory of action. Diego Vision: We will immerse ourselves into our learning spaces, which will inspire teachers and students to realize their active role in their academic journey. Instruction will reach all learners at their own pace. Our community embodies the Eagle Way by being safe, respectful, and responsible. Theory of Action: If we distribute leadership across teacher teams and develop content strengths across these teams, with high quality feedback from teacher leaders, then all teachers will be able to personalize learning more effectively and students will thrive academically.

- 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
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 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
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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:** Teacher teams meet multiple times a year to analyze data in order to drive instructional practice based on BOY, MOY and EOY NWEA data. Teacher teams spend multiple grade level meetings analyzing instructional impact via interim assessments, summative assessments as well as weekly lesson data. Cohorts of teachers enrolled in Personalized Learning professional development for 12-18 months. Scheduling provides block scheduling around major content areas (Math, Reading, Science). Climate and Culture team oversees, surveys and actively responds to the pulse of the school's climate, culture and social emotional health. Teachers are also provided with professional development and support in order to encourage everyday social emotional learning in the classroom as well as initiatives to be mindful of self care. Personalized learning and pod classrooms nurture a positive, warm and inviting environment in all classrooms.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - 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
 - 3 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:** Utilize big ideas: # 17 : Markerboard configurations are used in each classroom to display the "big idea" standard or skill that is planned to be taught for that day. This aligns with the network pacing guides, which highlight the major work standards and areas of focus for each quarter. Curriculum is aligned #19: EngageNY curriculum is utilized math and reading across the building, from PreK to 8th grade. Pacing guides provided by the network are utilized in each classroom to display the standard that is being worked on in class. In cases where the pacing guide is not present, the Anet SAS is utilized instead. Integrate the teaching #20: Each grade level has designated Social/Emotional learning block multiple times per week. Primary grades use the Second Step curriculum to provide these lessons, as well as visits from the Mindful Practices group, where students learn different ways to identify their feelings and address them appropriately. Grades 3-8 use Class Catalyst in their advisory periods, where these students also take time to check in with how they're feeling and address these feelings with a practice of choice. Instruction Create a culture: Learning plans help students keep track of their own progress and learning. These help students understand what skills they are practicing, and to set and reach their own goals weekly. Teachers focus on making learning menu activities and other classwork activities differentiated so that every student feels successful in their own way, while also pushing themselves to achieve further. The school hosts biquarterly awards assemblies celebrating middle school students' academic achievements. Attendance goals are clearly stated by all staff members through announcements, class posts, and shoutouts to students and classrooms achieving 95%.
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 1 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:** As a school we need to have students take more ownership of their learning. This should involve data talks with the students as well as progress in the class work that will help them toward their goal. We need to allow students and teachers to have more thoughtful and meaningful discussions of the learning. Students in math class for example should be working through problems and discussing their solutions instead of a the teacher giving the answers. This also could include ways for the students to really show how they got a given answer or written response about a story they have read.
- 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

- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 1 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 4 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:** Utilize big ideas: # 17 : Markerboard configurations are used in each classroom to display the "big idea" standard or skill that is planned to be taught for that day. This aligns with the network pacing guides, which highlight the major work standards and areas of focus for each quarter. Curriculum is aligned #19: EngageNY curriculum is utilized math and reading across the building, from PreK to 8th grade. Pacing guides provided by the network are utilized in each classroom to display the standard that is being worked on in class. In cases where the pacing guide is not present, the Anet SAS is utilized instead. Integrate the teaching #20: Each grade level has designated Social/Emotional learning block multiple times per week. Primary grades use the Second Step curriculum to provide these lessons, as well as visits from the Mindful Practices group, where students learn different ways to identify their feelings and address them appropriately. Grades 3-8 use Class Catalyst in their advisory periods, where these students also take time to check in with how they're feeling and address these feelings with a practice of choice. Instruction Create a culture: Learning plans help students keep track of their own progress and learning. These help students understand what skills they are practicing, and to set and reach their own goals weekly. Teachers focus on making learning menu activities and other classwork activities differentiated so that every student feels successful in their own way, while also pushing themselves to achieve further. The school hosts biquarterly awards assemblies celebrating middle school students' academic achievements. Attendance goals are clearly stated by all staff members through announcements, class posts, and shoutouts to students and classrooms achieving 95%.
- 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)
 - 1 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 1 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)
- 1 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)
- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 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)

- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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:** Overall our MTSS interventions and progress monitoring is need of a complete overhaul. Teachers are using a variety of different techniques, interventions and progressing monitoring tools. In primary teachers have DIBELS to help with progress monitoring but in grades third and up teachers don't have a streamlined tool to progress monitor. As a school we need to provide teachers with more guidance and structure to allow them to better understand MTSS and how to implement interventions and progress monitoring. We used to have MTSS committee at our school that helped teachers identify students and help guide teachers on to use interventions and track the students progress. As a school we need to have better communication with parents if their child is struggling and the MTSS cycle might determine what kinds of services a student might need.
- 2 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 1 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 1 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 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:** See above

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Classrooms have social emotional lessons every every other day. We partner with Mindfulness Practice to check in with students via Class Catalyst and complete "POP" check-ins in the morning as well. Created a Peace Room for adults and students to have peace circles and conferences in order to resolve conflicts. The Peace Room also houses Eagle Ambassadors who are a group of student leaders who run peace circles with adult supervision as well. Climate and Culture team meet biweekly to create plans for lunch and recess to promote socialization, positive relationships and resolve conflicts. Staff interact daily with

students and greet them at the door during arrival. Students with higher levels of need are assigned to check-in check-out with a mentor who checks in with them throughout the day. If a student requests a specific adult to speak to, we allow this. Counselor, social worker, social work interns, and our SEL specialist all provide services at the classroom level. Via the application, DOJO, teachers and staff send home positive messages to parents to acknowledge their successes. Teachers have team meetings, common planning periods, and professional development time to learn from each other. Fun Squad committee organizes opportunities for staff to build a sense of community with each other. Principal has an open-door policy to allow staff to communicate any concerns when they arise.

- 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
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** Our Social Sciences classes in 5th through 8th grades teach government, politics, voting policies, and civics. In these classes, students analyze current events/media. 4th grade ELA regularly engages in talking circles to discuss topics in a respectful dialogue. Our IB Coordinator has 8th grade students completing community projects and teaches ways for students to interact positively with their community outside of school. We have a Student Council team of students who exercise their voice in changes to school policies and procedures. Every quarter, Climate and Culture team sends a student voice survey to all students to hear their voice on the safety and structure of our school. Community members do classroom presentations to students from YWCA Metropolitan Chicago, Ravina, Katten, WITS, Mindful Practices, Stretch and Grow, Ericsson Institute, and UCAN.
- 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)
 - 2 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:** We have a team of teachers and support staff who meet bi-weekly for the Climate and Culture of our school and make decisions to promote a supportive environment. We have a Restorative Practices Leadership team comprised of classroom and discipline leads who work to create a restorative environment for staff and students as well as coach staff on restorative practices regularly. All security and imperative staff wear walkie-talkies to communicate any safety concerns throughout the day. Behavioral Health Team consisting of clinicians and staff meet weekly for an hour to address well-being of all students. We have The Eagle Way that states students must be safe, responsible, and respectful. We clearly list bathroom, lunchroom, and hallway expectations of the

Eagle Way in all the hallways via large posters. When students are not following the Eagle Way, all staff addresses the student with this language to be consistent. Mindfulness Practice conducts regular PD for trauma-sensitive approaches to students. Staff reports any bullying or harassment to the Dean of Students and thorough investigations are conducted by school counselor and guidance counselor aid to assist following the CPS protocol. Students are allowed to request to see the school counselor or school social worker as needed when struggling emotionally. All staff have a copy of the Behavior Flowchart that highlights classroom-managed behaviors (with examples provided) and office-managed behaviors. These are divided by levels of behaviors on a matrix. We have clearly defined expectations for staff and students in regards to arrival, dismissal, and transitions. Each classroom manages their own routines and procedures within. Adults greet students at the door every morning and during dismissal.

- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Classrooms have social emotional lessons every every other day. We partner with Mindfulness Practice to check in with students via Class Catalyst and complete "POP" check-ins in the morning as well. Created a Peace Room for adults and students to have peace circles and conferences in order to resolve conflicts. Restorative language is present throughout the Peace Room to help students have these conversations. Restorative Practices Leadership team coaches staff on restorative practices and processes to repair relationships with students. Staff follows the "cool off, come back" protocol to have private conversations with students when emotionally distraught. Our Dean of Students and Guidance Counselor Aid work together as our discipline leads to centrally manage response to behaviors. All staff have a copy of the Behavior Flowchart that highlights classroom-managed behaviors (with examples provided) and office-managed behaviors. These are divided by levels of behaviors on a matrix with a menu of interventions. Counselor conducts re-entry meetings for any students who return to school. All staff have a way to refer students to the Behavioral Health Team. The team meets weekly to discuss referrals. All staff report incidents on Student Logger and the Dean of Students uses this system to determine equitable next steps for discipline interventions.
- 3 - Family & Community Engagement
 - 2 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
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)

- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 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:** We have a family engagement committee that creates events for our families such as breakfasts. Our Parent resource teacher helps parents sign up to volunteer at the school and chaperone during field trips. Our school counselor, attendance clerk, and community resource teacher conduct home visits for truant students. We help with barriers they may encounter. Many of our staff speak Spanish to assist with translation services. We send home letters in both English and Spanish to accommodate both languages. We call CPS translation services for other languages if necessary. Families reach out to teachers on DOJO or can request teacher conferences at the front office when they need support or have questions. If a student is on tier 2 or 3, documentation from BHT is sent home with the student and the parent has to give permission at times to be in groups. Outside community agencies come to the school such as UCAN, Ravina, Katten.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	4
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3

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	Attendance & family engagement
Root Cause 1	Parents/guardians do not recognize/the school is not conveying the importance of their child(ren) attending school or events and the positive impact it could have on their child for attending, or the negative impact on their child for not attending.
Area of Critical Need 2	Standards/Content/Curriculum pacing to ensure students are able to make grade-level attainment (teacher expertise)
Root Cause 2	Teachers lack knowledge of the full scope (K-8) of their content area Common Core State Standards in order to truly understand how grade level mastery impacts/informs K-8 "on track" trajectory.
Area of Critical Need 3	Intervention plans/MTSS/PL model for Tier 3 students (emphasis on two groups: students we classically had vs. new transfers)
Root Cause 3	School-wide, MTSS is not prioritized in professional development or teacher planning to ensure that students are supported through it.
Area of Critical Need 4	School-wide behavior issues/Tier 3 SEL & restorative responses
Root Cause 4	Teacher's Tier 1 and 2 classroom expectations and restorative practices are not aligned/implemented and Tier 3 behavior interventions are not defined.
Area of Critical Need 5	Character development, student motivation & student voice (emphasis on transition to MS 5th-8th)

Root Cause 5	Teacher's need multiple and ongoing opportunities (professional development/common planning time) to intentionally align Personalized Learning and International Baccalaureate components to enhance the students' experience (character development).
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Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading) Reading growth is the foundation for everything else.	African American		60.00	70.00
	Students with IEPs		60.00	70.00
Vision: Attendance Rate This is our lowest metric.	Overall		93.00	93.50
Vision: NWEA Growth G3-8 (Math) We have a heavy focus on math in our departmentalization.	Overall		50.00	60.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) Reading attainment matters to close the achievement gap.	Overall		40.00	45.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS This is a huge metric on SQRP	EL		20.00	25.00

Required metrics (Elementary) (100% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019- 2020 Goal	2020- 2021 Goal	2021- 2022 Goal
My Voice, My School 5 Essentials Survey Get to dark green in all areas. Supportive environment was low.				100.00	100.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
TRC 65% at grade level and above in K-2 Early intervention	55.00	55.00		60.00	65.00

Strategies

Strategy 1

If we do...	If we provide ongoing opportunities for professional development in order to align Personalized Learning and International Baccalaureate components of character development focusing on how to identify and respond to tier 1, 2, and 3 behaviors.
Then we see...	Then teachers will be able to recognize levels of student behavior and the appropriate interventions. Teachers will be able to collaborate on best practices to align and intervene via Personalized Learning and International Baccalaureate components.
which leads to...	Which leads to an increase in teacher and student relationships as well as student character development. Will also lead to a decrease in Tier 2 and 3 behaviors.
Budget Description	Professional development in the following areas: Personalized Learning (middle school), Professional Development and In-House focus on International Baccalaureate Learner Profile Traits and Global Context, Resources to identify and implement T1, T2, T3 interventions for K-8 teachers, Parent Engagement supports for reinforcing T1, T2, T3 behaviors between home and school.
Tags	MTSS, MGIB: IB, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, ODLSS: Behavior Support, OSCPA: Social/Emotional Support, OSCPA: Tier 1, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused

Action steps	<ul style="list-style-type: none"> (Not started) Teachers in grades 5-8 will attend monthly Personalized Learning training at LEAP Innovations and quarterly in house International Baccalaureate professional development during the 2020-2021 and 2021-2022 SY. <p>Tags:MGIB: IB, Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> (Not started) Develop a checklist of daily SEL expectations and practices aligned to IB Learner Profile Traits for classroom teachers (K-2, 3-5, 6-8) to be observed by the school counselor and admin weekly with feedback in order to create an accountability measure for planning and instruction. <p>Tags:MGIB: IB, ODLSS: Behavior Support, OSCPA: Social/Emotional Support, OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) BHT will develop and deliver Tier 1 expectations around routines and procedures during opening PD in order for teachers to establish and practice school-wide norms. BHT will showcase best practices on a bi-weekly basis in order to reinforce school-wide norms. <p>Tags:ODLSS: Behavior Support, OSCPA: Tier 1, Personalized Learning: Learner Focused</p>
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Strategy 2

If we do...	Develop teachers? vertical understanding of the CCSS and give them diagnostic tools to identify student mastery of grade-level standards.
Then we see...	Teachers pacing, planning and intervening in order to efficiently provide student access points to grade-level content.
which leads to...	Exposure to all major grade-level standards and close student achievement gaps in order to increase grade-level mastery.
Budget Description	ILT lead, but content teachers welcome to collaborate in order to develop map and diagnostic tools for school wide implementation.
Tags	Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Authentic Learning, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will receive quarterly professional development that addresses vertical alignment of grade-level standards led by MCL's content and/or grade band leads with follow up in monthly grade level meetings. <p>Tags:</p>

	<ul style="list-style-type: none"> (Not started) Teachers shall create a scope and sequence for the year as well as mid-module assessment targets with a commitment to covering 90% of the major standards during opening PD led by MCLs. Teachers will be provided with time to develop end of module assessments that align to this commitment for each quarter during grade level meetings. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Instructional Leadership Content teams shall create grade band standards map which displays vertical alignment to inform teacher planning, pacing, and small group learning targets for teachers to monitor on track instruction quarterly. <p>Tags:</p>
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Strategy 3

If we do...	schedule a time for teachers to meet with someone from the MTSS team to discuss the MTSS process and give them diagnostic tools for interventions and progress monitoring.
Then we see...	see 100% of teachers implementing differentiated interventions with tier 2 and 3 students based on their needs.
which leads to...	students making academic progress based on the interventions taught or identifying students that need to be referred for a possible evaluation.
Budget Description	Case manager and team need to have time to work with teachers to implement this strategy. Professional development for teachers and staff on the MTSS process and how to determine what interventions should be used for the different tiered students. A school wide list or resources of interventions that can be used along with progress monitoring tools to implement interventions used with students.
Tags	Curriculum, Instruction, MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, ODLSS: Special Education Administrator, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) A team of 5 people will be created for MTSS, who will meet with each other monthly and will create a schedule for when members will be available for staff to collaborate with on how to determine which students need interventions, what interventions are appropriate, and progress monitor tools. <p>Tags: MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p>

	<ul style="list-style-type: none"> (Not started) The MTSS team will create a list of resources for interventions (based on tier, academics and behavior) and a procedure of how MTSS should be implemented in the school. <p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) The MTSS team will provide training to the staff on a new list of resources for interventions and the procedure of how MTSS should be implemented in the school. The team will monitor and support teachers with the intervention data and the next steps as needed (e.g next steps for interventions or referral process). Trainings will occur quarterly and the MTSS team will be available during office hours for extra support when needed. <p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p>
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Strategy 4

If we do...	If we create tiers of student attendance rates and set attendance goals specific to their tiers
Then we see...	Students will have a concrete, attainable number to reach each quarter, with targeted incentives
which leads to...	A growth in attendance rates for students in the red as well as the yellow rates, and students taking ownership of their attendance as well as school performance.
Budget Description	Work time to be able to tier out students based on attendance; budget line for incentives related to attendance rewards specific to students wants/needs
Tags	MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> (Not started) Implement a "buddy system", where a student with strong attendance is paired with a student with low attendance to hold them accountable and ask them to come to school. <p>Tags:MTSS: Family and Community Engagement, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSSE: Attendance & Truancy, SSCE: Student Voice</p> <ul style="list-style-type: none"> (Not started) Identify students that are considered as having tier 2 (90%-81%-10 or more) and tier 3 (80% and below-20 or more) attendance concerns using data from 2018-2019 school year, as well as current, up-to-date data and providing tiered incentives (ATTENDANCE/Trunk or Treat/Fun Friday) that focus on improved growth. <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSSE: Student Outreach and Re-Engagement</p>

	<ul style="list-style-type: none"> • (Not started) Identify, Train and Deploy 1 teacher and support staff member (based on student connection) at each grade level /grade band to conduct home visits that are focused on support while communicating the importance of daily attendance, incentives and intervention. <p>Tags:MTSS: Progress Monitoring, OSSE: Attendance & Truancy, OSSE: Student Outreach and Re-Engagement</p> <ul style="list-style-type: none"> • (Not started) Create and administer a survey to students that determines root causes of poor course performance and low attendance rates. <p>Tags:MTSS: Problem Solving Process, OSSE: Attendance & Truancy, OSSE: Student Outreach and Re-Engagement, SSCE: Student Voice, SSCE: Student Leadership</p>
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Action Plan

Strategy 1

Teachers in grades 5-8 will attend monthly Personalized Learning training at LEAP Innovations and quarterly in house International Baccalaureate professional development during the 2020-2021 and 2021-2022 SY.

Aug 26, 2020 to Jun 22, 2022 - Admin, IB Coordinator

Develop a checklist of daily SEL expectations and practices aligned to IB Learner Profile Traits for classroom teachers (K-2, 3-5, 6-8) to be observed by the school counselor and admin weekly with feedback in order to create an accountability measure for planning and instruction.

Jun 01, 2020 to Aug 30, 2020 - Admin, BHT, Climate & Culture

BHT will develop and deliver Tier 1 expectations around routines and procedures during opening PD in order for teachers to establish and practice school-wide norms. BHT will showcase best practices on a bi-weekly basis in order to reinforce school-wide norms.

Jun 01, 2020 to Aug 30, 2020 - Admin, BHT

Strategy 2

Teachers will receive quarterly professional development that addresses vertical alignment of grade-level standards led by MCL's content and/or grade band leads with follow up in monthly grade level meetings.

Jun 01, 2020 to Aug 30, 2020 - MCL's

Teachers shall create a scope and sequence for the year as well as ?mid-module assessment? targets with a commitment to covering 90% of the major standards during opening PD led by MCL's. Teachers will be provided with time to develop end of module assessments that align to this commitment for each quarter during grade level meetings.

Jul 01, 2020 to Jun 30, 2021 - Teachers led by ILT

Instructional Leadership Content teams shall create grade band standards map which displays vertical alignment to inform teacher planning, pacing, and small group learning targets for teachers to monitor on track instruction quarterly.

Jan 01, 2021 to Jan 01, 2022 - MCL/ILT

Strategy 3

A team of 5 people will be created for MTSS, who will meet with each other monthly and will create a schedule for when members will be available for staff to collaborate with on how to determine which students need interventions, what interventions are appropriate, and progress monitor tools.

Aug 20, 2020 to Sep 30, 2020 - Mr. Cohen and Ms. Olin

The MTSS team will create a list of resources for interventions (based on tier, academics and behavior) and a procedure of how MTSS should be implemented in the school.

Oct 01, 2020 to Jun 30, 2022 - MTSS team and BHT

The MTSS team will provide training to the staff on a new list of resources for interventions and the procedure of how MTSS should be implemented in the school. The team will monitor and support teachers with the intervention data and the next steps as needed (e.g next steps for interventions or referral process). Trainings will occur quarterly and the MTSS team will be available during office hours for extra support when needed.

Oct 01, 2020 to Jun 30, 2022 - MTSS team

Strategy 4

Implement a "buddy system", where a student with strong attendance is paired with a student with low attendance to hold them accountable and ask them to come to school.

May 06, 2020 to Aug 01, 2020 - Attendance Committee

Identify students that are considered as having tier 2 (90%-81%-10 or more) and tier 3 (80% and below-20 or more) attendance concerns using data from 2018-2019 school year, as well as current, up-to-date data and providing tiered incentives (AttenDANCE/Trunk or Treat/Fun Friday) that focus on improved growth.

May 06, 2020 to Aug 03, 2020 - Attendance Committee

Identify, Train and Deploy 1 teacher and support staff member (based on student connection) at each grade level /grade band to conduct home visits that are focused on support while communicating the importance of daily attendance, incentives and intervention.

May 06, 2020 to Aug 01, 2020 - Attendance Committee

Create and administer a survey to students that determines root causes of poor course performance and low attendance rates.

May 06, 2020 to Aug 01, 2020 - Attendance Committee

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

The SEF for CPS has been completed. The school is evaluated annually using the SQRP.

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

We have an MTSS program in K-8 that addresses students' gaps. We are a personalized learning school with 1:1 technology. Students receive support from adaptive technology. They also receive daily small group instruction.

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.

All students receive a mix of daily and weekly small group instruction at their instructional level. In addition, all students are exposed to grade-level curriculum aligned to the CCSS.

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).

We have a counselor, social worker, SEL specialist, and guidance counselor assistant that supports students 1:1 or in small groups for mentoring.

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

We recruit year-round. Teacher candidates are vetted with a panel and a demo lesson. Teachers receive regular, job-embedded PD and coaching. Retention conversations are held annually.

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.

Teachers receive on-site PD throughout the year from various CPS departments, a number of partnerships (example: The Achievement Network for CCSS alignment & Mindful Practices for SEL). Teacher leaders host grade-level and content specific PD to address specific CCSS related planning & pacing.

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

We have a parent-resource teacher through our CPC to support parent learning and field trips during the school day. In addition, we have a family engagement committee that meets monthly (NWEA info nights, literacy nights). Plus, we are partnered with a University of Chicago Science program for PK and K families.

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

We host events together (breakfasts, holiday shows, etc..) There is a transition ceremony where families can meet the K-1 team. There is also a yearly family BBQ for meet and greet.

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.

We use a PPC and PPLC per CTU. We also have an ILT that leads instructional decisions across the building and helps to strengthen Tier 1 instruction.

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.

In addition to the adaptive technology (Lexia, Dreambox, iXL, RAZ Kids) we also have OST programming and after-school tutoring to address student needs. We also refer students who need additional support to our BHT for services like counseling from outside organizations.

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.

Parent University at Clemente is our partner. Parents also attend our workshops funded by the CPC grant funds. We use PAC & BAC money to support family initiatives and experiences. This past year, for example, parents took group trips with a docent to the Mexican Museum.

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.

Monthly PAC and BAC meetings. Parents address concerns, participate in new learning, and take field trips together to build camaraderie.

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

These will be held on the designated dates required each year.

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.

We discuss all parent concerns at PAC, BAC, LSC, and parent coffee chats.

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.

NWEA, IAR, ISA, Amplify reports are sent home after each assessment cycle.

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.

Students are assigned to classrooms with teachers who are 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.

We review testing and standards each quarter during parent coffee chats, report card pick up days, 1:1 conferences as needed, etc.

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 host an annual literacy night, math night, and NWEA informational night. Teachers use these events to showcase different strategies for parents to use at home. We use Khan Academy, iXL, Lexia, Dreambox, and RAZ to support instruction.

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.

During opening professional development, teachers are given the expectations about how the school will address parent concerns. The CPC Parent Resource teacher, Dean, and the AP work exclusively to ensure all parent needs are met daily.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The CPC provides daily programming. Parents are also encouraged to attend Parent University at Clemente.

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.

Flyers, Email blasts, rRbo calls, Classroom Dojo, etc.

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>

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

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

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

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The school will create highly engaging academic opportunities across all grade-levels for college and beyond.

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.

These are hosted twice a year on the CPS calendar. They are also hosted as needed with families one-on-one.

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

Progress reports, report cards, IB report cards, IEP report cards, and data reports following each assessment cycle.

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

Staff is available during their preparation periods or before/after school as needed.

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.

CPC parents are required to volunteer 10 hours per year. All other parents are welcome to join field trips and in-class projects/activities by invite if they have passed the CPS background check.

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

Parents will assist with homework completion each night. Parents are responsible for getting students to school and on-time each day. We strive to have all students on-track.

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

Parents can discuss concerns anytime by appointment or specifically at LSC, PAC, BAC, and coffee chats.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students are encouraged to help one another. Classroom rewards are given to rooms achieving high attendance, examples of positive behaviors, and reading challenges. Students can be individually selected as the "Student of the Month."

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.

3308 allotted for equipment and possibly guest speakers/field trips, too. Parents will have a better understanding of the CCSS, personalized learning, IB program, and college/career readiness.

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$827.00
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)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$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.	\$2481.00