

Leif Ericson Elementary Scholastic Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/30/2020	Tasha Fisher, Leavelle Abram, Mary McNeely, Hazel Prentiss, Felisa Brown, Apriele Wright, Muriel McDonald	CIWP Development

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
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** The school has structured teams that contribute and provide expertise in various areas of the professional learning community. Teacher/Staff Handbook Staff meetings Grade level meetings ILT meetings Written procedures, processes and protocols in the staff handbook Recruitment and leadership team development with roles and responsibilities Professional development plans, MTSS/CIWP/ILT strategic plan, Data summaries, Staff surveys Non negotiable monitor Peer observation development opportunities School team meetings calendar School teams purposes with roles and members
- 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 4 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
 - 3 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Ericson has clear measurable goals for student achievement. - Professional Development planning calendar, -Weekly Lesson plans monitor -MTSS strategic planning committee, -Data team -Documented feedback growth discussions and calendars -Mentors and coaches -Counselings schedules - Second Step and Calm Classroom are integrated throughout instruction

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** The school uses N5 ELA and Math Pacing Guides -Teachers collaborate on lesson plans -Collaboration logs -CKLA -GoMath -Unit plans -GRR 1-to-1 technology
- 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
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 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:** Ericson has adopted the GRR instructional model Instruction is provided in various modes -Whole groups -Differentiated small groups -Pacing guides - Lesson Plans -Teacher team collaboration -Action planning - Written procedures, processes, protocols for facilitation.. - Identified, listed root causes and analysis documentation - Data summaries used -Documented Progress Monitoring Data - Evidence of use of multiple Progress Monitoring Tools -Measureable goals set for tiered instruction/supports -Utilization of the MTSS Intervention Logging Tool to track interventions being provided - Staff surveys, Leadership Team surveys - Written record of adjustments to instruction - Cross referenced student progress reports"
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 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

- 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 4 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
- 2 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** - Interim assessments - Identified, listed root causes and analysis documentation - Data professional developments - Documented Progress Monitoring Data - Evidence of use of multiple Progress Monitoring Tools - Measurable goals set for tiered instruction/supports - Utilization of the MTSS Intervention Logging Tool to track interventions being provided - Written record of adjustments to instruction - Progress reports
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 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)

- 2 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)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS team meeting minutes. Written procedures, processes, protocols for facilitation with families and community. Written strategic plan for MTSS/CIWP. Documented communication to parents/families around MTSS. Identified, listed root causes and analysis documentation that includes info from families. Data summaries used. Staff surveys, leadership team surveys, family and community surveys. Written record of adjustments to instruction. Parent call and letter logs. List of community partners and the services they provide. Documented process for selecting and evaluating community partners.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12

- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:** - Staff Meeting Minutes - Leadership Team Meeting Minutes. - Written procedures, processes, protocols for facilitation with families and community - Written strategic plan for MTSS/CIWP - Documented communication to parents/families around MTSS - Identified, listed root causes and analysis documentation that includes info from families - Data summaries used - Staff surveys, Leadership Team surveys, family and community surveys - Written record of adjustments to instruction - Parent Call and letter logs - List of Community Partners and the services they provide - Documented process for selecting and evaluating Community Partners"

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:** - Written procedures, processes, protocols for facilitation with families and community - Documented communication to parents/families around MTSS - Identified, listed root causes and analysis documentation that includes info from families - Data summaries used - Family and community surveys - Written record of adjustments to instruction - Parent Call and letter logs - List of Community Partners and the services they provide - Documented process for selecting and evaluating Community Partners"
- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 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:** - Written procedures, processes, protocols for facilitation with families and community - Documented communication to parents/families around MTSS - Identified, listed root causes and analysis documentation that includes info from families - Data summaries used - Family and community surveys - Written record of adjustments to instruction - Parent Call and letter logs - List of Community Partners and the services they provide - Documented process for selecting and evaluating Community Partners"
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)

- 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:** Safety plans, Behavior plans, Counseling calendar, - Written procedures, processes, protocols for facilitation with families and community - Documented communication to parents/families around MTSS - Identified, listed root causes and analysis documentation that includes info from families - Data summaries used -Family and community surveys - Written record of adjustments to instruction - Parent Call and letter logs - List of Community Partners and the services they provide
- 4 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** -Safety plans, Behavior plans, Counseling calendar, Restorative and Peer counseling plans - Written procedures, processes, protocols for facilitation with families and community -Documented communication to parents/families around MTSS - Identified, listed root causes and analysis documentation that includes info from families - Data summaries used -Family and community surveys - Written record of adjustments to instruction - Parent Call and letter logs - List of Community Partners and the services they provide
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 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
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** - Leadership Team Meeting Minutes. - Written procedures, processes, protocols for facilitation with families and community - Written strategic plan for MTSS/CIWP -Documented communication to parents/families around MTSS - Identified, listed root causes and analysis documentation that includes info from families - Data summaries used - Staff surveys, Leadership Team surveys, family

and community surveys - Written record of adjustments to instruction - Parent Call and letter logs - List of Community Partners and the services they provide - Documented process for selecting and evaluating Community Partners"

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: 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	Reading attainment growth for 2nd grade
Root Cause 1	Lack of targeted differentiation and small groups
Area of Critical Need 1	Diverse Learner growth in Reading
Root Cause 2	Lack of professional development in instructional strategies
Area of Critical Need 3	Math growth for for grades 3-8
Root Cause 3	Lack of professional development in instructional strategies

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8)	African American		65.00	75.00
Based on our expected growth goal, current and proposed strategies, we expect to see more learners achieving attainment.				
SQRP: National School Growth Percentile - Math (Grades 3-8)	African American		42.00	52.00
Based on our expected growth goal, current and proposed strategies, we expect to see more learners achieving attainment.				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Students with IEPs		50.00	60.00
Based on school-wide data, the Diverse Learners' goal is 50% of our students will show growth in accordance to their IEP's on the NWEA.				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We are currently-Organized. The ILT will take action steps to attain well-organized.				100.00	100.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	Provide a clear and consistent Professional Development calendar that is goal set by our priority needs of small group instruction and differentiation.
Then we see...	teachers and staff developed to lead the work of creating flexible grouping with differentiated instruction to meet the needs of our students as evidenced by student data in the school environment that is rigorous and engaging.
which leads to...	continued student academic growth and a learning environment that promotes and supports student growth.
Budget Description	Professional development, substitutes, teacher assistants, instructional material, software, and Ext day positions.
Tags	Structure for Continuous Improvement, Instruction, Budget & Grants, ODLSS: Instructional Quality, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will analyze data to develop bi-weekly small group instructional plans to provide targeted, differentiated learning based on student need. <p>Tags:Instruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Personalized Learning: Tailored Learning/Differentiation</p>

	<ul style="list-style-type: none"> (Not started) Provide Professional Development for Teachers and Support Personnel. <p>Tags: Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 2

If we do...	If we implement a school-wide framework that provides tiered support for students' academic and social-emotional needs.
Then we see...	teachers providing effective (Tier 1) instructional and behavioral supports for all students. For Tier 2 & 3 students the teachers will identify academic and behavioral interventions including consistent school-wide norms and expectations.
which leads to...	Teachers and the MTSS Team monitoring and documenting the students receiving support and interventions to meet academic and behavioral goals. Students are working towards their academic and behavioral goals in order to maintain a positive culture and climate throughout the building.
Budget Description	Professional development, materials, supplies and equipment
Tags	MTSS, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Not started) Provide Professional Development for Teachers and Support personnel with a focus towards analyzing learning targets, Diverse Learner supports and opportunities for co-teaching, Student engagement and discourse and Quality assessments that inform instruction. <p>Tags: MTSS, Budget & Grants, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Use the MTSS logging tool regularly to record interventions and measure the effectiveness of the strategies. <p>Tags: MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) All teachers will teach competencies of SEL using Second Step and supplementary resources twice a week <p>Tags: MTSS: Curriculum & Instruction, MTSS: Problem Solving Process</p>

Strategy 3

If we do...	If we implement a range of balanced assessments; screenings, diagnostics, progress monitoring, formative/summative assessments, Interim and assessments to use as critical monitoring tools for students' progress toward meeting academic goals
Then we see...	Common understandings, misconceptions and potential missing content pieces in instruction.
which leads to...	Data-driven instruction and planning for remediation. Teachers providing specificity in their teaching practices, Which leads to an increased number of students meeting mastery.
Budget Description	Professional development, ESP positions, supplies, equipment and instructional materials
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> (Not started) Dedicate one grade level meeting per month to review assessment data and student work; teachers will use assessment data to drive planning and instruction. Tags: Assessment: Monitoring Student Learning to Support Growth (Not started) Adopt 2nd-8th grade interim assessments. Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Conduct an analysis of teacher grade books and on-track data to identify students' strengths and needs. Explore horizontal and vertical alignment in grading system. Tags: Balanced Assessment and Grading (Not started) Ensure that assessments adequately consider the needs and progress of all learners, including Diverse Learners, and students of all tiers. Tags: Assessment: Multiple Measures to Provide Evidence of Student Learning

Action Plan

Strategy 1

Teachers will analyze data to develop bi-weekly small group instructional plans to provide targeted, differentiated learning based on student need.

Sep 01, 2020 to Jun 18, 2021 - ELA Teachers Math Teachers SPED Teachers

Provide Professional Development for Teachers and Support Personnel.

Sep 01, 2020 to Jun 18, 2021 - ELA Teachers Math Teachers SPED Teachers SECAs Teacher Assistants Principal Asst. Principal

Strategy 2

Provide Professional Development for Teachers and Support personnel with a focus towards analyzing learning targets, Diverse Learner supports and opportunities for co-teaching, Student engagement and discourse and Quality assessments that inform instruction.

Oct 01, 2020 to Jun 18, 2021 - Principal Assistant Principal Counselor MTSS Team

Use the MTSS logging tool regularly to record interventions and measure the effectiveness of the strategies.

Oct 01, 2020 to Jun 18, 2021 - Counselor MTSS Team

All teachers will teach competencies of SEL using Second Step and supplementary resources twice a week

Sep 15, 2020 to Jun 18, 2021 - Teachers Support Personnel

Strategy 3

Dedicate one grade level meeting per month to review assessment data and student work; teachers will use assessment data to drive planning and instruction.

Sep 01, 2020 to Jun 01, 2021 - Principal Asst. Principal Teachers

Adopt 2nd-8th grade interim assessments.

Sep 01, 2020 to Jun 01, 2021 - Teachers ILLT

Conduct an analysis of teacher grade books and on-track data to identify students' strengths and needs. Explore horizontal and vertical alignment in grading system.

Sep 25, 2020 to Jun 01, 2021 - Principal Asst. Principal ILLT

Ensure that assessments adequately consider the needs and progress of all learners, including Diverse Learners, and students of all tiers.

Sep 15, 2020 to Jun 18, 2021 - Teachers Principal Asst. Principal MTSS team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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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.

A comprehensive needs assessment is completed by the ILT team at least annually. It includes a review of a variety of data from the following categories:

1. Student achievement data, IAR, NWEA, and interim assessments
2. Demographic data, student enrollment information, student attendance and discipline information.
3. Programs and process data, including curriculum alignment assessments, SQRP data.
4. Staff survey results, parent survey results, My School, My Voice (5 Essentials Survey)

This data is analyzed and discussed by the ILT Team. Results of this analysis help determine the school's focus areas, and the following stakeholders are given an opportunity to provide feedback:

- *Staff - A staff meeting is held to discuss the comprehensive needs assessment data and analyzes/evaluates improvement efforts to determine the focus for the school year. Staff is surveyed during this time, which ensures that they provide feedback on programs and professional development.
- *Parents - A parent meeting is held. Parents are presented with comprehensive needs assessment data for their analysis, and they provide feedback/evaluation on school programs via a survey.

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

This school has adopted the following characteristics to deliver high-quality instruction to our students. These characteristics are: clear school mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunities to learn, safe and orderly environment, and a strong school family relationship.

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.

We have adopted methods and instructional strategies that rely on scientifically-based research that strengthens the core academic program of the school;

- *Providing extended learning time, such as before and after school programs, and summer programs and opportunities;
- *Implemented a high-quality standards-based curriculum

*Minimize removing children from the general education classroom during regular hours for instruction
*Implemented differentiated instruction and small group instruction as school-wide strategies
*1 to 1 technology access for all students
*The school has adjusted its class and teacher schedules to ensure that grade-level teachers share a common planning time
*Adopted a system that ensures that teachers and students can establish and communicate student learning goals and track student progress (Personal Learning Plans)
The school will use the strategies outlined above to address the needs of all students and will utilize staff and supplemental programs to provide additional support to the students who need it most.

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).

The school has adopted supplemental learning programs that include the extended-day (before & after school) program.
At the grade level through SST and Tier II meetings, assessment results are analyzed to determine individual student strengths and weaknesses. This information is used to plan additional supportive instruction for interventions, support, and enrichment for students. Students who have been identified with a weakness in reading or math receive additional instruction. The determination of which instructional strategies are most appropriate for individual student needs is made during grade-level, MTSS, Student Support Team, or other specialized meetings to review student data. The decisions for scheduling are made through a collaborative group review of the student's performance data. The amount of time allotted for the student in a particular instructional strategy is dependent upon the student's progress toward meeting proficiency levels in the identified area/s of need.

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

The school has developed and implemented the following plan to attract and retain highly qualified teachers. The school website posts certified teacher employment opportunities that require the appropriate license.
*The principal conducts annual conferences with staff members to review HQ status and professional development goals.
*A variety of professional development and shared leadership opportunities are provided to help retain professional educators (teacher mentors, grade level team leaders, parent/community liaisons).
*Bi-monthly staff meetings are used to review and evaluate the effectiveness of each professional development initiative.
* Staff who are hired are selected based on their ability and capacity to best enhance the school-wide plan

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.

The Professional Development calendar is created by the Principal and the ILT team. PD is sustained and ongoing throughout the year through grade level meetings, and schoolwide professional development events. The professional development includes a strong focus on closing the learning gap for students who are not achieving the CCSS learning standards. The school year professional development time as well as summer professional development time allows us to implement high quality and ongoing professional development that meets the instructional and SEL needs of our students.
After PD, the staff provide feedback for the professional development to assess the content of each

training. Administrations provide observations, coaching, modeling, and continuous feedback to all staff throughout the year.

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

Parental involvement is essential in building a strong, supportive, and positive school environment. Parental involvement activities are planned to include flexible times, locations, and topics. The flexible scheduling of these activities is designed to accommodate the needs of the students and parents. A combination of informational and fun activities are offered each year. Parents are provided the opportunities to offer suggestions, share ideas with other parents and school personnel, participate in educational decision-making, facilitate classroom activities, be equipped with skills to help their child(ren) with schoolwork, and enjoy fun activities as a family. Parents are encouraged to participate in the Parent Engagement Center. The PEC offers workshops, volunteer opportunities, the DePaul university Parent Workshop program, the Westside Collaborative Program and ECE workshops. Communication is provided through classroom and schoolwide newsletters, emails, robocalls and the school website.

*Recruit and encourage families to become partners in learning; actively engage parents in planning and learning and target school-parent programs to the needs of the community and families.

*Encourage parents to be more than volunteers; parents participate in planning, review, and evaluation of the program as well as school activities and organizations.

*Communicate with parents to maximize instructional time for students and foster a team effort.

*Follow a philosophy that school is a place where parents, as well as children, can learn and that entire families should use school facilities to meet their needs.

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.

A smooth transition from preschool to kindergarten is essential. Teachers strategically plan and implement developmentally appropriate transition activities and events so that the change from preschool to Kindergarten occurs smoothly for both the student and their family. Parents participate in monthly workshops. Preschool students visit with kindergarten students and teachers. Students participate in a crossover ceremony at the end of the year.

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

Teachers have significant input into school-based academic assessments. Each grade level has shared planning time and is expected to spend time each week reviewing student needs, developing instructional strategies to address those needs, and assessment to ensure needs are met. Additionally, teachers choose to implement, as appropriate, tests and assessment that measure student performance with respect to the school's curriculum. The school utilizes many data points throughout the year to monitor the progress of students.

*Teacher created assessments

*NWEA

*IAR

*NGSS

*Interim assessments

*MTSS

Teachers use academic and social assessment results to drive the decision making that leads to the improvement of achievement and closes the learning gap.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional

assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Teachers regularly participate in training to better analyze data, differentiate instruction accordingly, and determine appropriate interventions. They are active participants in the analysis of data to improve the academic achievement for all students. The NWEA test is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers analyze the data they receive. Each grade level has shared planning time and is expected to spend a minimum of one day each week reviewing student needs and developing instructional strategies to address those needs.

Teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively with respect to the curriculum in order to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Instruction is adjusted accordingly as they work to ensure mastery is attained by each student within their classroom. Teachers may also refer students for additional support with the School Support Team which includes the Social Worker, Psychologist, Nurse and Counselor. Following analysis, professional development needs for teachers related to identification of students and implementing student academic achievement standards in the classroom may be identified. These needs will be prioritized and added to the PD plan as necessary.

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.

FY21 School Budget
Tuesday, April 28, 2020
Unit 29051 ERICSON Network 5

Enrollment

Consistent with the FY2020 funding methodology, your FY2021 initial budget will be based on your FY2020 20th day enrollment. Schools will not be adjusted downward in fall if they fail to meet their prior year enrollment count, and schools that experience an increase in enrollment for FY2021 will receive additional SBB funding to account for their additional students.

Table 1. Enrollment Grade Level FY20 20th Day

Kindergarten 50
1st Grade 49
2nd Grade 40
3rd Grade 55
4th Grade 51
5th Grade 52
6th Grade 54
7th Grade 53
8th Grade 40

Total K-12 Enrollment 444

Note: Table 1 reflects adjustments for schools impacted by district actions but does not include advances for projected increases in fall 2020

School Supports During the Budgeting Process

A variety of supports will be available to help you develop your FY2021 budget. CPS will have support teams on hand to provide principals with individualized guidance to help manage through the process and within the timeline. If you have questions about any of the following, please contact your Network Chief.

To view additional budget planning guidance from Central Office departments on the Hyperion Budgeting Knowledge Center website, go to www.tinyurl.com/Hyperion-Budgeting.

SSC Virtual Working Session Information

The SSC will be working directly with Network Chiefs to assist scheduling principals in virtual working sessions throughout the duration of the budgeting process. These sessions will be staffed by Talent Business Partners, SSC Financial Specialists, OBG, and ODLSS District Reps who can provide support with navigating Hyperion, troubleshooting technical issues, fund, grant, program and account uses, and budget planning.

Dates: April 29 - May 19 Weekday Hours: 8 am - 5 pm Saturday Sessions: May 2, May 9, May 16 Saturday Hours: 8 am - 12 pm

Contact Information Content Expertise

SSC Contact Center (773) 535-5800

Technical questions on Hyperion; budget classifications, including program and account number uses; workflow issues; error messages; Talent questions Continuous Improvement Work Plan ciwp@cps.edu CIWP website, including access issues; navigating the website; approval questions

LSC Relations (773) 553-1400 LSC review and approval

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Unit 29051 ERICSON Network 5 Tuesday, April 28, 2020 Funding Summary

Table 2 displays funding your school will receive as dollars. You may budget these allocations at your discretion within the funding sources' constraints. Table 3 displays centrally funded positions your school will receive. These positions are allocated for a specific purpose or program, and are in addition to your discretionary allocations.

Table 2. Discretionary Funds Summary Funding Source FY20 Allocation FY21 Allocation Change in Allocation

Student Based Budgeting Total	\$ 2,107,513	\$ 2,128,373	\$ 20,860	Supplemental Aid	\$ 457,240	\$ 435,252	\$ (21,988)
Title I Discretionary	\$ 285,482	\$ 275,781	\$ (9,701)	Title I Parent Involvement	\$ 3,010	\$ 3,021	\$ 11
Stipend for Early Childhood Classrooms	\$ 25,500	\$ 25,500	\$ -				
Total Discretionary Funds	\$ 2,878,745	\$ 2,867,927	\$ (10,818)				

Table 3. Centrally Funded Positions Position Type FY20 FTE FY21 FTE Change in FTE Foundation

Positions 3.0	3.0	0.0	
Special Education Non-Cluster Teachers	4.0	4.0	0.0
All Other Allocated Para Professionals	2.0	2.0	0.0
Early Childhood Teachers	3.0	3.0	0.0
Early Childhood Aides and Other Positions	3.0	3.0	0.0
Magnet Program Positions	3.0	3.0	0.0
Security Positions	1.0	1.0	0.0
Lunchroom Positions	5.0	5.0	0.0
Total FTE	24.0	24.0	0.0

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Tuesday, April 28, 2020 SBB Funding Details

Table 4 shows how SBB funding allocations are calculated. The FY2021 SBB base rates are detailed by grade and LRE categories. For FY2021, the SBB base rate reflects a 3% increase over final rates from FY2020.

Table 4. SBB Funding Details

FY20 Allocation FY21 Allocation

Category Allocation Allocation

K-3 Gen Ed/LRE1/LRE2	\$ 950,017	\$ 968,432	4-8 Gen Ed/LRE1/LRE2	\$ 1,135,746	\$ 1,147,676	4-8 LRE3	\$ -	\$ 7,465
Subtotal	\$ 2,085,763	\$ 2,123,573	SBB Allocation (Prior to Equity Grant)	\$ 2,085,763	\$ 2,123,573	Equity Grant Formula	\$ 21,750	\$ 4,800
Total SBB Allocation	\$ 2,107,513	\$ 2,128,373	*"Enrollment Count					

in FY20 Budget" reflects FY2019 20th day enrollment or FY2020 10th day enrollment, whichever resulted in higher SBB funding.

Supplemental Aid Funding Details Table 5 shows the Supplemental Aid (SA) funding allocation. SA uses poverty data to determine eligibility; the per pupil rate for SA for FY2021 is \$950. This funding follows the same spending rules as local funds and expires at the end of the fiscal year. You will also continue to receive a per-pupil allotment for your eligible pre-K students as part of your overall allocation, which we encourage you to spend on pre-K related programming.

Table 5. Supplemental Aid Funding Details

FY20 Allocation FY21 Allocation

Calculated Percentage Eligible for Free/Reduced Meals 100.00% 92.00% K-12 Enrollment 421 444
Weighted Pre-K Enrollment 76.00 54.00 Total PreK-12 Enrollment 497.00 498.00 Calculated Number of
Qualifying Students 497.00 458.16 Per-Pupil Amount \$ 920 \$ 950

Supplemental Aid Allocation \$ 457,240 \$ 435,252

Unit 29051 ERICSON Network 5

197 \$ 4,822.42 194 \$ 4,991.92 252 \$ 4,506.93 246 \$ 4,665.35 0 \$ 1,802.77 4 \$ 1,866.14
449 444

3

Tuesday, April 28, 2020 Title I Funding Details

Title I funding is intended to provide supplemental academic support to schools with high concentrations of students living in poverty. Table 6 shows allocations based on the number of eligible students and the concentration of eligible students across the district. Table 7 shows the allocation of funds to carry out parent and family engagement activities as required by ESSA Title I law. Parents and family members of children receiving services under this part of Title I must be involved in the decisions regarding how these engagement funds are allotted for parental involvement activities.

Table 6. Title I Discretionary Funding Details

FY20 Allocation FY21 Allocation

Title I Poverty Index 67 65

Calculated Number of Qualifying Title I Students 279 274

Per-Pupil Amount for Each Qualifying Student \$ 1,022.50 \$ 1,006.50

Title I Discretionary Allocation (Qualifying students x per-pupil amount)

\$ 285,482 \$ 275,781

Table 7. Title I Parent Involvement Funding Details FY

20 Allocation FY21 Allocation

\$ 3,010 \$ 3,021

English Learner Allocation Details

The Illinois School Code requires schools to provide English Learners (EL) with instruction in Transitional Bilingual Education (TBE) and/or Transitional Program of Instruction (TPI) Programs. Local funding from Student Based Budgeting (SBB) must be allocated to support required Bilingual Education Services for ELs, as they are included in the general student population for funding purposes and may be eligible for Title I services, etc. CPS receives supplemental funds for ELs, which are designated to cover the excess costs of providing mandated and supplemental services to ELs.

In contrast to the rest of the budget, the supplemental EL funds are based on the number of ELs receiving services in January 2020, on the first day of ACCESS testing. This aligns to when the state reviews our district's EL enrollment to determine funding for the following year and ensures that students who were not yet identified as ELs on the 20th day of enrollment are included in the count.

Table 8. English Learner Enrollment and Teachers Required* EL Enrollment By Grade Band

Endorsed Teachers Required by Grade Band

Grades K-3 EL Enrollment Required ESL or Bilingual endorsed teachers

Grades 4-8 EL Enrollment Required ESL or Bilingual endorsed teachers

* The number of required teachers is an estimate based on EL student enrollment and meant as a starting point for your planning of EL services for next year. Depending on EL students' needs and their schedules, more teachers (with bilingual or ESL endorsements, as appropriate) may be required to provide all the required components of services.

The Illinois State Board of Education (ISBE) identifies CPS as the Local Education Agency (LEA) and grants OLCE the authority to allocate supplemental EL and Title III funds to CPS schools according to EL-specific needs within the district.

State funds are reflected in the table as EL Supplemental ELPT Positions, EL Program Teacher (ELPT) stipends, Bilingual Advisory Committee (BAC) funds, Academic Program Focus, and Per Pupil Allocation. Title III grant funds support the EL After School Tutoring and Dual Language Coordinator positions for schools with Dual Language programs. Principals should review the "Bilingual Position and Allocation Guidance Document" posted in the Knowledge Center for more detailed information about these positions and funded activities.

Table 9. Bilingual Position and Allocation Funding Details EL Position and Funs

ELPT Annual Stipend (not loaded in original budget; once a principal nominates an ELPT, the ELPT will receive half of the stipend at the end of each semester) \$ 1,000 Per pupil allocation (Schools with fewer than 20 EL students) \$ 450 Total EL Funding Allocations \$ 1,450

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LRE Category FY20

20th Day

Tuesday, April 28, 2020 Special Education Allocation Details

As in FY2020, schools will receive an allocation of centrally-funded special education teachers and paraprofessionals, both for cluster programs and for students outside of cluster programs. Table 10 shows the enrollment of special education students at your school, excluding cluster programs. Your 20th day enrollment and a recent enrollment count as of March 2, 2020 is shown. Please note, however, that your current enrollment is only one factor that is used to determine your FY2021 special education allocations. Table 11a shows the number of special education teachers and paraprofessionals allocated to your school to serve special education students outside of cluster programs. If your school has received a case manager or ESL teacher position, that allocation is also shown in Table 11a.

If your school has cluster programs, you will see two additional tables. Table 11b shows the number of cluster programs at your schools. Please note that Early Childhood Blended programs are not included in this table, since those programs are funded with Early Childhood funds. Table 11c shows the number of special education teachers and paraprofessionals your school is receiving to serve the students in cluster programs.

Table 10. Special Education Enrollment (Non-Cluster)

Total Non-Cluster Positions

FY20 as of 3/2/20

LRE 1 23 20

LRE 2 14 15

LRE 3 0 1

Total 37 36

Note: Enrollment counts exclude pre-K students and students who receive only speech services.

Table 11a. Non-Cluster Allocation

Staffing Allocation

FY20 Final Allocation

All Other Allocated Para Professionals

FY21 Budget

Change Allocation from FY20 Final Allocation

Special Education Teachers 4.0 4.0 - 2.0 2.0 - 6.0 6.0 -

5

Tuesday, April 28, 2020 Early Childhood Allocation Details As with FY2020, Early Childhood funding has not been combined with SBB funds for FY2021. Schools will receive an allocation of centrally-funded Early Childhood Education teachers, paraprofessionals and non-personnel funds.

Table 12. Early Childhood Classroom Allocation

Classroom Type

Gen Ed Full Day Classrooms

Total Early Childhood Classrooms

Position Description

Teacher

Aide (TA I, TA II, IA I, IA II, SECA I, SECA II)

Total Early Childhood Staffing Allocation

Note: General Education Half Day/Full Day Classrooms are allocated 1 Teacher and 1 Aide. Blended Half Day/Full Day Classrooms are allocated 1 Teacher, 1 Special Education Teacher, and 1 Aide (TA I, TA II, IA I, IA II, SECA I, SECA II - SECA is only required if there is a child requiring toileting). Tuition Based Classrooms are allocated 1 Teacher and 2 Aides. Child Parent Centers are allocated supplemental support positions: 1 Head Teacher, 1 Parent Resource Teacher, 1 School Community Representative (Parent Worker), 1 School Clerk, and 1 Security Guard. Child Parent Centers are also allocated 1 School Clerk and 1 Security Guard position dependent on the site's location and need.

Table 14. Early Childhood Classroom Stipend Funding Type FY21 Allocation

Classroom Stipend \$ 25,500 Note: Spending guidance for the allocation in Table 14 is included in the Early Childhood handout uploaded to the Knowledge Center.

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FY20 Final Allocation

Change from FY20 Final

3 3 0

3 3 0

3.0 3.0 0.0

3.0 3.0 0.0

6.0 6.0 0.0

Tuesday, April 28, 2020

IL-Empower Allocation Details

Title I 1003(a) IL-Empower funding allocations are based on ISBE Report Card Designations and support school improvement efforts at Comprehensive and Targeted Support Schools. Table 15 displays the amount set aside in your school's FY20 IL-Empower grant application for summer buckets (salary and benefits). The buckets will be loaded to your budget as requested in your initial grant application. FY20 grant funds will be available until 8/31/2020.

Unit 29051 ERICSON Network 5

Table 15. IL-Empower FY20
Summer Buckets 3,896 \$

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.

The school will provide educational workshops, activities and programs to involve parents and to increase their participation. Parents will be incorporated in the CIWP process to increase their knowledge and understanding of state/CCSS goals and to help them help their children; insure all bilingual and students with disabilities parents are included in all school programs, along with general education parents. Address and involve problems concerning school policies. Use Parent Resources Center and CPS Parent Community Partnership Program as an informational tool for parent

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

This will be accomplished by holding an Principal's Annual meeting in September 2020 to discuss Title I and PAC Organizational will be held in September 2020 for election of Officers which includes roles and responsibilities of officers:

- having incentives for students to encourage parents to attend monthly PAC meetings,
- monthly school calendars alert parents to monthly meeting date / time,
- send letters / flyers home to announce each monthly meeting,
- information of meetings displayed on school marquee,
- texting and emailing parents regarding the meetings
- send informational messages to parents through Blackboard
- disseminate parent information to parents using the school website page

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.

Ericson's parents will be encouraged to attend all parent meetings to share their concerns. At the beginning of the school year, the PAC will meet, elect officers, select monthly meeting dates and times. PAC will host workshops throughout which will improve parenting skills to help parents work with their children and help make them life long learners. The PAC will respond to suggestions and concerns of parents through the parent involvement plan, written and oral communications.

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.

Parents will have access to Parent Portal. Teachers will provide a weekly assessment of student's progress; which the parent have to sign and return to the teacher. Reports of student progress will be sent home to the parent every five weeks (twice a year the parent will come to the school to pick up report of progress); which has to be signed and returned to the teacher. IAR, NWEA, Moby Max, Study Island and Zearn data will be sent home to parents.

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.

The school will provide each parent with a timely notice when his/her child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified as defined by section 200.56 of the Title I final Regulations (67 Fed. Reg. 71710, December 2, 2001).

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 Principal will have education consultants provide workshops through the year to share and explain state and local testing information and standards. Ongoing scheduling of parents to take practice tests to increase their knowledge and understanding of CCSS standards, other assessments, Moby Max and Study Island academic requirements.

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.

The principal will provide transparency around performance data to involve parents in the process of improving student achievement. Training and computer classes will be held at the parents request. The school will provide parent workshops on helping students with homework, increase literacy skills, and how to collaborate and communicate with the school. Parents will also be informed that the parent room and parent designated computers are available and accessible to them whenever the school is open.

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.

Professional Development training to be held (which could include parents where appropriate) for all staff on communication and collaboration with parents to support students' progress. Training will provide getting information about Title I and the Parent Involvement Program.

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.

Parents will be strongly encouraged to attend monthly PAC meetings. The school's Open House and also attend any conferences or workshops. Parents of Pre-School-For-All will be invited to all parent meetings and workshops occurring within the school. They will also receive information on off-site workshops. Parents will receive information on educational trips to enhance student learning and parent involvement.

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.

Calendars, flyers and memos will be sent to parents in English, as well as, their home language to give them the greatest exposure to school's information. Information will also be posted on the school's marquee. Notices will be posted around the school building and sent via text and email when that information is available. In addition, parents will receive information through the Blackboard System.

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.)

We will provide a rigorous, data-driven, and research-based academic program that equips every student with the skills needed to maximize all core area and technological abilities. This will be achieved through shared leadership, small class size, parental involvement, continuous professional development, cultural enrichment, extra-curricular activities, collaborative planning and conflict resolutions to ensure no child is left behind, and every student can succeed in high school 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.

Parent-teacher conferences will be held as needed by appointment throughout the school year and during Report Card Pick-Up Days in November and April of the upcoming school year.

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

Parents will have ongoing access to student grades via the Parent Portal. Teachers will provide a weekly assessment of student's progress; which the parent has to sign and return to the teacher. Reports of student progress will be sent home to the parent every five weeks (twice a year the parent will come to the school to pick up report of progress); which has to be signed and returned to the teacher. The principal will meet with parents and students to discuss progress and encourage students to attend enrichment programs at Malcolm X College or the extended day enrichment program.

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

Parents may schedule times to speak with teachers before school, after school or by appointment.

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.

Volunteer request are submitted on-line and approved by CPS Human Resource. Upon approval, parents will be notified through email and receive a volunteer schedule. Once this is done, parents may volunteer in the school as per their level and schedule availability for the entire school year.

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

To support their children's learning, parents must - monitor attendance - bring students to school every day and on time, maintain a 97% attendance rate; provide a quiet study area at home; monitor homework logs and make sure home is completed; encourage good study habits; read with child daily and / or talk to child daily about what they are reading; encourage students by telling them the importance of education; communicate concerns to child's teacher and volunteer to help with school's programs. They should join the PAC and LSC or participate in their monthly activities. Attend in November and April, the scheduled parent-teacher conference dates, attend Open House and summer orientations to meet and

greet child's teacher; attend school-year parent teacher conferences when requested; attend all scheduled student performances / activities. Talk with child every day about his or her school experiences, concerns, successes and current events of critical societal importance through watching or listening to local and national news or reading local or national newspapers. Provide learning experiences such as museum visits and other cultural events, watch educational TV shows / listen to educational radio and keep books and other learning materials at home and in the car. Oral language is critical so explain in depth why and how things work in the world outside school. Form a productive and positive relationship with the teacher and support the teacher's efforts to help their child succeed at 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.

The school will involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. Encourage parents to attend PAC and LSC monthly meetings. Provide each parent with a timely notice when his/her child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. Provide information to parents, of participating children, information in a timely manner about Title I, curriculum, the forms of academic assessments used to measure children's progress and the proficiency levels students are expected to meet. At the request of parents, we will provide opportunities for regular meetings for parents to make suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestion as soon as possible.

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

Students will be held accountable for effort and work ethics and will share the responsibility to improve their academic achievement and achieve the state's high standards. They will complete and turn in their homework every day and ask for help when needed; meet all classroom and school expectations and requirements, use good study habits to ensure they meet proficient or advance levels on school assessments, follow school expectations and rules, read at least 30 minutes every day outside of school and discuss what they read with their parents, talk with their parents every day about their school experiences, concerns and successes, watch educational TV shows and, keep current with current events by watching the local and national news and reading local and national newspapers, visit museums and other cultural events with their parents to increase prior knowledge on a larger range of topics and give their parents or guardians all notices and information received from the school.

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.

Opportunities for students to meet proficient and advanced levels of academic achievement will continue to be accomplished through rigorous, child centered instruction, interventions, before and after school programs, and other programs (where funds permit) where teachers can work with individual students on strategies for student enrichment, reduced class sizes, and advanced math concepts for advanced students.

Students will have an opportunity to participate in the Malcolm X Program and attend the Extended Day for enrichment; While participating in academic enrichment, students will have an opportunity to attend college, plays and musicals that allow students to compare and contrast student readings.

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.	\$200.00
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.	\$250.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$300.00
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)	\$500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1000.00
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.	\$475.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$250.00
53510	Postage Must be used for parent and family engagement programs only.	\$100.00
53306	Software Must be educational and for parent use only.	\$150.00

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.	\$250.00
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