

# Harriet Beecher Stowe Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
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Esmeralda Lopez	Teacher	elopez182@cps.edu	Has access
Hannah Schlecht	Teacher	hjschlecht@cps.edu	Has access
Teresa Nuñez	Teacher LSC Representative		No Access
Juan Calderon	LSC Community Representative		No Access

## Team Meetings

No meetings saved for this plan.

## Framework

## Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

## Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 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:**
- 2 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 1 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:**

## Depth and Breadth of Student Learning and Quality Teaching

- 1 - Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 1 Curriculum connects to real world, authentic application of learning
  - 2 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 1 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 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
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:**
- 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
  - 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:**
- 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)
- 4 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)
- 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 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)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 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)
- 4 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)
- 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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)
- 4 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:**
- 3 - 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 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:**

## 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:**
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 1 Exercise student voice (REQUIRED: OSEL)
  - 1 Authentically interact with community and civic leaders
  - 2 Engage with their community

- 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:**
- 2 - Physical and Emotional Safety
  - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 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)
  - 1 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:**
- 2 - Supportive and Equitable Approaches to Discipline
  - 2 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)
  - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 3 - 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
  - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 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:**

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## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	5
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: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	0

# Goals

## Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	2nd Grade Math Attainment
Root Cause 1	Need for teacher PD on data analysis, scaffolding and small group differentiated instruction
Area of Critical Need 2	2nd Grade Reading Attainment

Root Cause 2	Lack of K-8 Literacy curriculum with writing component
Area of Critical Need 3	NWEA Reading Growth
Root Cause 3	Lack of K-8 Literacy curriculum with writing component
Area of Critical Need 4	NWEA Math Growth
Root Cause 4	Need for teacher PD on data analysis, scaffolding and small group differentiated instruction
Area of Critical Need 5	% of students making adequate progress on ACCESS
Root Cause 5	Need for teacher PD on data analysis, scaffolding and small group differentiated instruction aligned to WIDA

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math)  Critical grade in preparation of benchmark 3rd grade	Latinx		60.00	70.00
	African American		70.00	75.00
Vision: NWEA Attainment G2 (Reading)  As a school our prior performance level was in the 8th percentile.	Latinx		40.00	50.00
	African American		70.00	75.00
SQRP: National School Growth Percentile - Reading (Grades 3-8)  Prior reading score declined 16 growth points to the 66th percentile.	Overall		80.00	85.00
SQRP: National School Growth Percentile - Math (Grades 3-8)  Overall growth progress needed to begin improving overall attainment metrics	Overall		85.00	90.00
	Overall		50.00	60.00



Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>ACCESS performance has declined over the last four years. Students represent a significant # of students now taking NWEA assessment.</p>				

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p><b>My Voice, My School 5 Essentials Survey</b> Various initiatives, many teacher led, will work to address 5E areas of growth, especially Collective Responsibility, the lowest metric for three straight years.</p>				4.00	5.00

### Custom metrics (0% complete)

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

## Strategies

### Strategy 1

If we do...	If we engage the PPLC and teachers to identify a K-8 reading curriculum, guided reading libraries & subsequent professional development,
Then we see...	we will see standards-based instruction with vertical grade level articulation that supports teacher differentiation,
which leads to...	improvements in K-8 reading growth and attainment.
Budget Description	Reading Curriculum & professional development 115 Funds Materials (instr. and software) Textbooks Professional Development Consultants/vendors

Tags	Curriculum, Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> <li>(On-Track) PPLC has submitted quote - Curriculum / PD purchase - July 2020 Tags:Curriculum, Instruction</li> <li>(On-Track) Into-Reading/Into Literacy /Writing Curriculum Professional Development - August 2020, quarterly thereafter (PPLC) Tags:Curriculum, Instruction</li> <li>(On-Track) Schedule Curriculum planning - August 2020 (PPLC) Tags:Curriculum, Instruction</li> <li>(On-Track) Schedule &amp;Start Curriculum planning - August 2020 (PPLC) Tags:Curriculum, Instruction</li> <li>(Not started) By September 2020 the PPLC will create two forms to assist teachers: one form will focus on following up with teachers the third week prior to interim assessment, the second will be an open form for teachers to request assistance when needed. Tags:Curriculum, Instruction</li> <li>(Not started) PPLC Sub committee will be created to offer curriculum support for teachers- September 2020 Tags:Curriculum, Instruction</li> </ul>

**Strategy 2**

If we do...	If we establish a Student Voice committee that helps to inform school based culture/climate decisions and we implement our schoolwide SEL PBIS programs (Second Step/Everfi) with fidelity
Then we see...	see a student base with an increased sense of belonging
which leads to...	improvements in the 5 Essentials Measures of School Connectedness score of 18 and overall Safety score of 23.
Budget Description	115 Funds Ext. Day - Buckets Materials (instr. and software)
Tags	Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, OSEL: SEL Instruction

Action steps	<ul style="list-style-type: none"> <li>(On-Track) Identify Student Voice Champion (Stipend paid) - August 2020 Tags: Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices</li> <li>(On-Track) Establish Student Voice Committee (middle school) - November 2020 Establish Student Voice Committee training - SVC Tags: Student Voice, Engagement, and Civic Life</li> <li>(On-Track) Establish threshold for step dates - December 2020 Step 1: Build the Foundation of the Committee Step 2: Conduct a School Community Analysis Step 3: Conduct Research and Organize for Action Step 4: Implement Action Plans and Reflect Tags: Student Voice, Engagement, and Civic Life, SSCE: Community Engagement, SSCE: Inclusive decision-making</li> </ul>
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**Strategy 3**

If we do...	If we rigorously utilize Personalized Learning, using multiple sources of formal and informal student data to inform planning,
Then we see...	that teachers can tailor instruction to meet the needs of individual students,
which leads to...	K-8 growth and attainment improvements in reading and math as measured by Amplify and NWEA.
Budget Description	115 Funds Replacement/repair of damaged/broken technology (if needed) Edtech Tools (if needed - LEAP will fund Pilot Team SY 20-21) Replacement furniture (if needed) Substitute teacher (PD, programming, etc.)
Tags	Instruction, MTSS: Curriculum & Instruction, OSCPA: Social/Emotional Support, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> <li>(On-Track) Teachers complete learner profile for each student to form relationships with students, and identify SEL needs and learning preferences - September/October 2020 Tags: Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</li> <li>(On-Track) Teachers collect baseline data for the 20-21 school year and discuss findings in grade-level meetings - September/October 2020</li> </ul>

	<p>Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> <li>• (On-Track) Teachers adjust instruction based on completed learners profiles, classroom observations, and collected formal and informal data - October &amp; ongoing 2020-21</li> </ul> <p>Tags:Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> <li>• (On-Track) Teachers will set personalized learning path in collaboration with student, including SEL and academic goals, revising as needed - October/on-going as new data/assessments are available 2020</li> </ul> <p>Tags:Personalized Learning: Authentic Learning, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> <li>• (On-Track) Teachers provide timely targeted feedback to students and engage students in frequent reflection on learning - September &amp; On-going</li> </ul> <p>Tags:Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery</p> <ul style="list-style-type: none"> <li>• (On-Track) Participate in LEAP Phase 3 PD to create school wide change blueprint - SY20-21</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (On-Track) Utilize DoPL coaches to continue development of teachers? ability to implement PL- SY20-21</li> </ul> <p>Tags:Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery</p>
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**Strategy 4**

If we do...	If we implement our schoolwide SEL PBIS programs (Second Step/Everfi) with fidelity,
Then we see...	then we will see a decrease in discipline infractions,
which leads to...	which will lead to improvements in the 5 Essentials Measures of School Connectedness score of 18 and overall Safety score of 23.
Budget Description	Second Step / Everfi Licenses Second Step / Everfi Professional development

Tags	Supportive and Equitable Approaches to Discipline, OSCP: Social/Emotional Support, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Second Step / Everfi Professional development - August/September 2020 Tags:Supportive and Equitable Approaches to Discipline</li> <li>• (On-Track) Identify School-Wide behavior expectations to Staff &amp; Students - August/September 2020 Tags:Supportive and Equitable Approaches to Discipline</li> <li>• (On-Track) Establish calendar of school-wide PBIS School Spirit Days - August/September 2020 Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive School Environment</li> <li>• (On-Track) Training for all staff in restorative conversations - August/September 2020 Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive Classroom Environment</li> <li>• (On-Track) Form on school website for students to express concerns - September 2020 Tags:Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline, OSEL: Supportive School Environment</li> </ul>

**Strategy 5**

If we do...	If we develop a local Tiering Criteria that follows the 80-15-5 model in the MTSS Framework and develop a Menu of Interventions aligned to the needs of students and respective tiers,
Then we see...	then we will be able to identify students for appropriate tiers of intervention and align students to an effective high-quality intervention,
which leads to...	which leads to improvements in K-8 reading growth and attainment as measured by NWEA and Amplify.
Budget Description	
Tags	MTSS

<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (On-Track) Admin and MTSS Committee will revise the current plan for committee times and dates to allow for increased participation in Problem Solving Meetings from teachers- September 2020</li> <p>Tags:MTSS</p> <li>• (On-Track) Admin will inform staff that a school-wide vertical teacher communication system will be developed and implemented at Stowe- August 2020</li> <p>Tags:MTSS, MTSS: Problem Solving Process</p> <li>• (On-Track) MTSS Committee will revise MTSS Docs including Menu of Interventions- August 2020</li> <p>Tags:MTSS, MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation</p> <li>• (On-Track) MTSS Committee will set calendar dates for data analysis cycles - GLM August 2020</li> <p>Tags:MTSS, MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation</p> <li>• (On-Track) MTSS Committee will set calendar for regular bi-weekly committee meetings and minutes template- August 2020</li> <p>Tags:MTSS, MTSS: Curriculum &amp; Instruction</p> <li>• (On-Track) Admin will present the MTSS Committee - August/September 2020</li> <p>Tags:MTSS</p> <li>• (On-Track) MTSS Committee will present the MTSS Process (assessment measures, flowchart) - August/September 2020</li> <p>Tags:MTSS, MTSS: Curriculum &amp; Instruction</p> <li>• (On-Track) MTSS Committee will present Aspen Data Entry Tutorial- August/September 2020</li> <p>Tags:MTSS</p> <li>• (On-Track) MTSS Committee will present MTSS Menu of Interventions - August/September 2020 (Ongoing)</li> <p>Tags:MTSS, MTSS: Curriculum &amp; Instruction</p> <li>• (On-Track) Reading Curriculum Committee will provide PD for MTSS resources within IntoReading Program - October/November 2020</li> </ul>
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	<p>Tags:MTSS, Assessment: Improving Assessment Literacy, MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>• (On-Track) MTSS Committee will provide Dr. Lugo with pertinent information to communicate to faculty via Weekly Updates- (monthly updates) (Ongoing)</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (On-Track) MTSS Committee and/or Lead Teachers will Present a refresher Aspen Data Entry Tutorial- October/November 2020</li> </ul> <p>Tags:MTSS, MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>• (On-Track) With the support of teachers, the MTSS Committee will create a school-wide vertical teacher communication system, throughout a student's attendance at Stowe, with the collection of MTSS interventions- January 2021</li> </ul> <p>Tags:MTSS, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> <li>• (On-Track) MTSS Committee will provide Procedural Training to demonstrate how to write a referral and the content required- January 2021</li> </ul> <p>Tags:MTSS, MTSS: Problem Solving Process, ODLSS: Special Education Administrator</p>
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## Action Plan

### Strategy 1

On-Track May 08, 2020

PPLC has submitted quote - Curriculum / PD purchase - July 2020

Jul 01, 2020 to Aug 31, 2020 - Admin PPLC

On-Track May 12, 2020

Into-Reading/Into Literacy /Writing Curriculum Professional Development - August 2020, quarterly thereafter (PPLC)

Aug 17, 2020 to Apr 30, 2021 - Admin PPLC

On-Track May 14, 2020

Schedule Curriculum planning - August 2020 (PPLC)

Aug 17, 2020 to Sep 30, 2020 - Admin PPLC

On-Track May 14, 2020

Schedule & Start Curriculum planning - August 2020 (PPLC)

Aug 17, 2020 to Sep 30, 2020 - Admin PPLC

Not started May 14, 2020

By September 2020 the PPLC will create two forms to assist teachers: one form will focus on following up with teachers the third week prior to interim assessment, the second will be an open form for teachers to request assistance when needed.

Aug 17, 2020 to Sep 30, 2020 - PPLC

PPLC Sub committee will be created to offer curriculum support for teachers- September 2020

Aug 17, 2020 to Sep 30, 2020 - PPLC

## **Strategy 2**

On-Track May 08, 2020

Identify Student Voice Champion (Stipend paid) - August 2020

Aug 17, 2020 to Sep 01, 2020 - Admin Counselor

On-Track May 08, 2020

Establish Student Voice Committee (middle school) - November 2020 Establish Student Voice Committee training - SVC

Sep 14, 2020 to Oct 30, 2020 - Admin Teacher lead

On-Track May 08, 2020

Establish threshold for step dates - December 2020 Step 1: Build the Foundation of the Committee Step 2: Conduct a School Community Analysis Step 3: Conduct Research and Organize for Action Step 4: Implement Action Plans and Reflect

Sep 08, 2020 to Dec 31, 2020 - Admin Teacher Lead SVC Dept.

## **Strategy 3**

On-Track May 08, 2020

Teachers complete learner profile for each student to form relationships with students, and identify SEL needs and learning preferences - September/October 2020

Sep 01, 2020 to Oct 30, 2020 - DoPL coaches Teachers



On-Track May 08, 2020

Teachers collect baseline data for the 20-21 school year and discuss findings in grade-level meetings - September/October 2020

Sep 02, 2019 to Oct 31, 2019 - DoPL coaches Teachers

On-Track May 14, 2020

Teachers adjust instruction based on completed learners profiles, classroom observations, and collected formal and informal data - October & ongoing 2020-21

Aug 24, 2020 to May 31, 2021 - DoPL coaches Teachers

On-Track May 14, 2020

Teachers will set personalized learning path in collaboration with student, including SEL and academic goals, revising as needed - October/on-going as new data/assessments are available 2020

Oct 01, 2020 to Jun 11, 2021 - DoPL coaches Teachers

On-Track May 14, 2020

Teachers provide timely targeted feedback to students and engage students in frequent reflection on learning - September & On-going

Sep 01, 2020 to Jun 11, 2021 - DoPL coaches Teachers

On-Track May 14, 2020

Participate in LEAP Phase 3 PD to create school wide change blueprint - SY20-21

Sep 01, 2020 to Jun 11, 2021 - DoPL coaches Teachers

On-Track May 14, 2020

Utilize DoPL coaches to continue development of teachers' ability to implement PL- SY20-21

Sep 01, 2020 to Jun 11, 2021 - DoPL coaches Teachers

## **Strategy 4**

On-Track May 14, 2020

Second Step / Everfi Professional development - August/September 2020

Aug 17, 2020 to Sep 30, 2020 - Admin Counselor Dean

On-Track May 14, 2020

Identify School-Wide behavior expectations to Staff & Students - August/September 2020

Aug 17, 2020 to Sep 30, 2020 - Admin Counselor PBIS Committee

On-Track May 14, 2020

Establish calendar of school-wide PBIS School Spirit Days - August/September 2020

Aug 17, 2020 to Sep 30, 2020 - Admin Counselor PBIS Committee

On-Track May 14, 2020

Training for all staff in restorative conversations - August/September 2020

Aug 17, 2020 to Sep 30, 2020 - Admin Counselor PBIS Committee

On-Track May 14, 2020

Form on school website for students to express concerns - September 2020

Aug 17, 2020 to Sep 30, 2020 - Admin Counselor Dean

## **Strategy 5**

On-Track May 14, 2020

Admin and MTSS Committee will revise the current plan for committee times and dates to allow for increased participation in Problem Solving Meetings from teachers- September 2020

Aug 17, 2020 to Sep 30, 2020 - Admin MTSS Committee

On-Track May 14, 2020

Admin will inform staff that a school-wide vertical teacher communication system will be developed and implemented at Stowe- August 2020

Aug 17, 2020 to Sep 11, 2020 - Admin MTSS Committee

On-Track May 14, 2020

MTSS Committee will revise MTSS Docs including Menu of Interventions- August 2020

Aug 17, 2020 to Sep 30, 2020 - Admin MTSS Committee

On-Track May 14, 2020

MTSS Committee will set calendar dates for data analysis cycles - GLM August 2020

Aug 17, 2020 to Dec 18, 2020 - Admin MTSS Committee

On-Track May 14, 2020

MTSS Committee will set calendar for regular bi-weekly committee meetings and minutes template- August 2020

Aug 17, 2020 to Sep 30, 2020 - MTSS Committee

On-Track May 14, 2020

Admin will present the MTSS Committee - August/September 2020

Aug 17, 2020 to Sep 30, 2020 - MTSS Committee

On-Track May 14, 2020

MTSS Committee will present the MTSS Process (assessment measures, flowchart) - August/September 2020

Aug 17, 2020 to Sep 30, 2020 - Admin MTSS Committee

On-Track May 14, 2020

MTSS Committee will present Aspen Data Entry Tutorial- August/September 2020

Aug 17, 2020 to Sep 30, 2020 - MTSS Committee

On-Track May 14, 2020

MTSS Committee will present MTSS Menu of Interventions - August/September 2020 (Ongoing)

Aug 17, 2020 to Apr 30, 2021 - MTSS Committee

On-Track May 14, 2020

Reading Curriculum Committee will provide PD for MTSS resources within IntoReading Program - October/November 2020

Oct 01, 2020 to Nov 30, 2020 - PPLC

On-Track May 14, 2020

MTSS Committee will provide Dr. Lugo with pertinent information to communicate to faculty via Weekly Updates- (monthly updates) (Ongoing)

Sep 01, 2020 to Jun 30, 2021 - MTSS Committee

On-Track May 14, 2020

MTSS Committee and/or Lead Teachers will Present a refresher Aspen Data Entry Tutorial- October/November 2020

Oct 01, 2020 to Nov 30, 2020 - MTSS Committee / Lead Teachers

On-Track May 14, 2020

With the support of teachers, the MTSS Committee will create a school-wide vertical teacher communication system, throughout a student's attendance at Stowe, with the collection of MTSS interventions- January 2021

Oct 01, 2020 to Jan 29, 2021 - MTSS Committee / Lead Teachers

On-Track May 14, 2020

MTSS Committee will provide Procedural Training to demonstrate how to write a referral and the content required- January 2021

Oct 01, 2020 to Jan 29, 2021 - MTSS Committee / Lead Teachers ODLSS Sped Administrator

## 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.**

H.B. Stowe Dual Language School will collect data through multiple sources of student assessments and consider the academic and language needs of students, to create a comprehensive needs assessment. We will utilize informal data and formative data, such as mCLASS Reading (K-2), NWEA Math (K-8), NWEA Reading (2-8) and WIDA for EL language development (K-8). Through the ILT (Instructional Leadership Team), the data will be analyzed to create a needs assessment of the school. The ILT representatives will help to ensure there is active communication between the ILT and all staff members.

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

H.B. Stowe Dual Language School will utilize Personalized Learning school-wide to provide opportunities for students to meet proficient and advanced levels of academic achievement. Additionally, parents will have the choice to enroll their child to the Dual Language program, currently Pre-K- 2nd, to help students attain grade level academic achievement, develop bilingualism/biliteracy and cross-cultural competence.

**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.**

H.B. Stowe Dual Language School will utilize multiple assessments, small group instruction, Kagan Cooperative Strategies and implement one-on-one interventions for tier 3 students based on mCLASS, NWEA and teacher generated data.

**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).**

H.B. Stowe Dual Language School will utilize various reform strategies to address the needs of all students in the school, most especially those of low achievement or at risk. We will provide extracurricular activities to foster positive relationships and a sense of belonging, such as Girls on The Run, Girls in The Game and Bounce Back. We will utilize college career awareness strategies such as 7th grade college visits, the use of Naviance and creating 8th grade transition plans. We will use academic intervention strategies such as After School Tutoring/Excel and MTSS interventions like SRA (K-3), Reading Plus, IXL and Khan Mappers. We will provide social emotional support through Tier 1 initiatives such as the use of the Everfi and Second Step curriculum, Restorative Practices, Grade Level Attendance Incentive Plans and break stations in classrooms. This is coupled with Tier 2 and Tier 3 supports such as Individual Counseling, Crisis Intervention, Girls in Real Life Situations, Anger Coping Small groups, Behavioral Health Team bi-weekly meetings, FBA/BIPs, BAM (Becoming a Man), Individualized Safety Plans, CICO strategy (Check-in-Check-out) and Safety/Attendance Home Visits.

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

The H.B. Stowe Dual Language School administration team will attract high-quality, highly qualified teachers to our school through attending the Career Fair by the Talent Department. They will engage teachers in the interview process. Provide new teachers with mentors to support their transition into education and/or Stowe School.

**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.**

H. B. Stowe Dual Language School Teachers and Administration will continue to have ongoing professional development on Personalized Learning, Dual Language for teachers in Pre-K-2nd grade and Network 5 Balanced Literacy for teachers in grades Pre-K-2.

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

H.B. Dual Language School will continue to implement strategies to increase parent involvement such as: Literacy Night, Reading Jam/Book Review, Open House before the start of the school year and during our scheduled professional development days, invitations for classroom performances/reader's theatre, poetry, have a back to school picnic, assemblies, live stream certain activities for parents that are not able to attend, text alerts/announcements to parents, have a computer night for parents, Class Dojo, continue with the monthly newsletters of the learning in the classrooms and schedule coffee with the principal during the school year.

**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.**

H. B. Stowe Dual Language School will give preschoolers the opportunity to visit Kindergarten classrooms before the end of the Pre-K school year, have conversations between the receiving kindergarten teachers before the end of the school year, also have conversations amongst pre-k and kindergarten teachers to discuss what BOY NWEA and MClass Reading data will look like and by inviting parents to meet Kindergarten teachers before the end of the Pre-K school year so that they can become better informed on what to expect when students transition from Pre-K to Kindergarten.

**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.**

H. B. Stowe Dual Language School administration will continue to have weekly Grade Level meetings, meeting with teachers after the MOY assessments to discuss the achievement of individual students and the overall instructional program, meetings with ILT and PLC teams and continue to have the Reach Pre/Post Conferences with teachers.

**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.**

H. B. Stowe Dual Language School will continue to offer activities that will ensure that students that are not at the Proficient or Advanced level are provided with additional assistance. Some of these activities are: Guided Reading, Guided Math, Reading, Math Centers/Stations, differentiated instruction, goal setting and tiered interventions.

**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.**

Through our Parent Advisory Committee we will continue to engage external partners who can provide community support services. In the past, our parents and community have participated in various workshops ranging from nutrition health, diabetes awareness, domestic abuse and prevention, credit counseling and consumer affairs, as well as MTSS and evaluation process for IEPs. One of our goals is to leverage Stowe's membership in the Humboldt Park Community As A Campus (HPCAAC) and connect our community to technical and manufacturing training opportunities available through various partner agencies of the CAAC.

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## **ESSA Targeted Assistance Program**

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

**Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.**

H.B. Stowe Dual Language School parents will be encouraged to attend and participate in a PAC meeting in which the Title 1 school parent involvement plan and policy will be discussed. To the best of our ability, materials will be available in the language spoken by the parents. Parents will be notified by flyers sent home with students, and by posting flyers around the school where they are visible to the parents.

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

H.B. Stowe Dual Language School will conduct its Title 1 Meeting prior to the required deadline, in which all parents will be encouraged and invited to attend. Parents will be notified by sending flyers home with the students and posting them around the school where they will be visible to all parents. PAC parent meetings will take place monthly on the Second Thursday of every month, at 9:30 AM, in the parent room or other designated location.

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

The H.B. Stowe Dual Language School Parents will be provided this information at the Title 1 Annual Meeting conducted in September. Parents will also be given the opportunity to meet with the counselor and teachers on request during the school year.

**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.**

H.B. Stowe Dual Language School will provide the results of the NWEA Assessment to the Students upon receipt and they will also be distributed to parents during Report Card Pick-Up or sooner.

**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.**

H.B. Stowe Dual Language School will distribute the forms provided by CPS to all parents to fill out and return to the school if they wish to pick up a letter stating the qualifications of their child's teacher(s).

**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.**

H.B. Stowe Dual Language School parents will be provided this information at the Title 1 Annual Meeting, that will be conducted in September of every school year.

**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.**

H.B. Stowe Dual Language School will provide support for parent development by: providing workshops for parents based on the needs that they have expressed and by establishing courses through The Title 1 Coordinator along with the counselor who will continue to act as parent liaisons.

**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.**

H.B. Stowe Dual Language School teachers, will be asked to attend staff development sessions on how to build parent support for their student's achievement. The Principal will continue to provide an open door policy for parents, and our school will continue to welcome parents with volunteering opportunities and support for parent groups within the school.

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

H.B. Stowe Dual Language School will continue to coordinate and integrate parent programs and activities with Preschool, and other workshops and training provided by us and CPS to improve their ability to educate, inspire and transform their children.



**Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.**

All information related to the school and parent programs, meetings and other activities will be sent home with their children in an understandable and uniform format and, to the extent practicable in a language that the parents can understand, and it will also be posted around the school visible to the public.

### 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.)**

H.B. Stowe Dual Language School will provide the students with the best education, by getting them to be college and career ready with the implementation of the Common Core State Standards and the best instructional practices and curricula, including the dual language program. Our students will also be intrinsically motivated, creative learners, who are enthusiastic, respectful, and who will effectively contribute to the community not only as professionals, but artists as well.

**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.**

H.B. Stowe Dual Language School follows the regular calendar approved by the Chicago Board of Education and will hold Parent and Teacher Conferences as scheduled for November and April during required Report Card Pick-Up.

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

H.B. Stowe Dual Language School will provide parents with frequent reports on their children's progress in available languages: English and Spanish Progress Reports will be distributed and sent home to parents during the 5th, 15th, 25th, and 35th weeks of school. Additional progress reports may be made available by the teacher, as needed, by calling parents or sending individual student reports. Additionally the principal will distribute and send home additional notification to parents of students in the benchmark grades; 3rd, 6th, and 8th and their children possibly attending summer school.

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

H.B. Stowe Dual Language School will provide parent access to staff. Teachers and staff members are available based on a mutually agreed upon date and time, usually before or after the school day. Additional appointments can be scheduled during the school day at the teacher/staff member's discretion.

**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.**

H.B. Stowe Dual Language Program will provide opportunities for parents to volunteer within the school and are able to participate in their children's classroom activities.. Teachers regularly invite parents/guardians to participate in class activities, and chaperones for field trips. Parents/guardians are always invited to attend assemblies, Family Reading Night, Mathematics Night and Graduation. CPS will require all volunteers and chaperones to complete a volunteer packet before the volunteer/chaperone is able to participate. The process includes a TB test, background check, and finger-printing.

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

H.B. Stowe Dual Language School parents will support their children's learning by reviewing and signing their assignment notebook, regularly inquiring about their children's Reading and Math assignments, providing notes to school for excused absences, attending PAC sponsored workshops, attending LSC or BAC meetings, attending Parent & Teacher Conferences during Report Card Pick-Up, and by advocating for their child's special needs.

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

H.B. Stowe Dual Language School parents will participate in decisions relating to the education of their children. The principal will send monthly notices notifying parents of the Local School Council Meeting. Additionally teachers' will send an introductory letter home at the beginning of the school year, and additional letters as needed. The PAC and Bilingual Advisory Committees will also host meetings and notify parents by calling home and sending various translated reminders. Parents will participate in decisions by providing feedback to the LSC during its annual review of the principal including the school's programs and curriculum. Lastly, parents will complete the "My School, My Voice survey during the April Report Card Pick-Up.

**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).**

H.B. Stowe Dual Language School students will share the responsibility to improve academic achievement. Students will read daily, have good attendance, complete all work and assignments as provided by their

teachers, follow school rules including the Student Code of Conduct, be respectful to all adults, value their relationships with their family and friends, commit to a healthy lifestyle, respect private property, and contribute positively everyday in every way.

## 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.**

Parents will explore the building blocks in strengthening self-esteem and celebrate identity by looking at the roots of bullying and family conflicts. Parents will learn effective techniques developing strong confident academic learners. Parents will explore practical techniques and easily integrate home practices to affirm social, economic and emotional responsibility in their children. Parents will explore creative techniques to effectively communicate with their children.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1200.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1045.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1500.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS	\$0.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$437.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00