

# Edward Beasley Elementary Magnet Academic Center 2020-2022 plan summary

## Team

Name	Role	Email	Access
Donnell Rader	Principal	dldrader@cps.edu	Has access
Margo Blisset	Assistant Principal	mdblisset@cps.edu	Has access
Tonya Leeth-Hampton	Assistant Principal	tmleeth@cps.edu	Has access
Michelle Ray	Teacher/LSC/Parent	mcray@cps.edu	No Access
Michele Smith	Teacher	msmith@cps.edu	No Access
Donyell Beck	Teacher	dkbeck@cps.edu	No Access
Brittany Gaynor	Teacher	bgaynor@cps.edu	No Access
Kelly Johns	Head Teacher CPC	kejohns@cps.edu	No Access
Joseph Williams	Parent/LSC/PAC	josephwilliams391@yahoo.com	No Access
Wright Tanisha	Parent/LSC	tenishya05@hotmail.com	No Access
Dawn Payton	Parent/LSC	dawnpayton2006@yahoo.com	No Access

## Team Meetings

Date	Participants	Topic
02/18/2020	All members are expected to participate.	Area of Critical Need and Goal

## 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

- 4 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 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:**
- 3 - Structure for Continuous Improvement
  - 3 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
  - 4 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
  - 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
  - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:**

## 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
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 2 Curriculum connects to real world, authentic application of learning

- 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 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:**
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 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:**
- 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
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:**
- 1 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 1 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
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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:**

## 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
  - 2 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)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:**

- 3 - Physical and Emotional Safety
  - 3 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)
  - 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:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:**

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	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	School-wide Student Attendance
Root Cause 1	Lack of consistency with attendance incentive implementation
Area of Critical Need 1	3-8 Math Growth
Root Cause 2	Teachers adjusted to a new math curriculum
Area of Critical Need 3	2nd Grade Math Attainment

Root Cause 3	2nd grade teachers also adjusted to a new math curriculum
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## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate	Overall		96.00	96.50
I chose this metric because our school-wide attendance has declined over the last two years. However, prior to 2019, Beasley has attained a 96% attendance rate.				
Vision: NWEA Growth G3-8 (Math)	Overall		60.00	63.00
I chose this metric because our 3rd -8th grade math growth for last year was two growth percentile points below the 70th growth percentile, giving us 2 points in this area on our SQRP. Our goal is to earn 4 points next year.				
Vision: NWEA Attainment G2 (Math)	Overall		50.00	53.00
I chose this metric because our math attainment was in the 29th percentile, according to our SQRP, giving us 2 points in this area. Our goal is to earn 3 points next year.				
(Blank)				
(Blank)				

## Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> (Blank)					



## 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...	Focus on Instruction in every classroom next school year
Then we see...	Students challenged academically and communicating their thinking
which leads to...	Increased student academic growth and attainment according to NWEA
Budget Description	Supplies supporting reading, math, science, and social studies. We will need text books, extended day funds for Professional Development, and Professional Development Consultants/vendors.
Tags	Instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) Administration will provide regular classroom observations with feedback to support teacher instruction. Tags:Instruction</li> <li>(Not started) Professional development will be provided for teachers to support classroom instruction. Tags:Instruction</li> <li>(Not started) Teachers will be provided with resources to support classroom instruction. Tags:Instruction</li> </ul>

### Strategy 2

If we do...	Maintain a structure for continuous improvement
Then we see...	Continued academic growth on our SQRP data with growth, attainment, and attendance
which leads to...	Our school attaining sustainable Level 1+ status
Budget Description	We will need funding for professional development, funding for instructional supplies, and funding for attendance incentives.

Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> <li>(Not started) We will continue to recognize students for their academic achievement and outstanding citizenship. Tags:Structure for Continuous Improvement</li> <li>(Not started) We will continue to provide students with opportunities to showcase their gifts and talents through academics, sports and the arts. Tags:Structure for Continuous Improvement</li> <li>(Not started) We will continue to provide opportunities to engage parents in instructional activities to support students academic success. Tags:Family &amp; Community Engagement</li> </ul>

**Strategy 3**

If we do...	Implement MTSS focusing on student attendance, academic progress monitoring, and student behaviors
Then we see...	Students receiving consistent individualized differentiated instruction, regular implementation of attendance incentives, and students receiving regular SEL supports
which leads to...	An increase in school-wide NWEA growth, an increase in student attendance, and improved student behaviors
Budget Description	We will need funding for staff extended day professional development, intervention supplies, funds for student incentives, and funding for extended day after school instruction. We will also need funding to purchase academic online intervention programs.
Tags	MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>(Not started) We will progress monitor student academic performance on a bi-weekly basis using Mastery Connect and TRC/DIBELS. Tags:MTSS: Progress Monitoring</li> <li>(Not started) We will provide incentives for students who attain 96% attendance or better and for students with improved attendance. Tags:MTSS</li> <li>(Not started) We will provide SEL support for tier 2 and tier 3 students based on student referral data. Tags:OSEL: Tier 2 and 3 Interventions</li> </ul>

# Action Plan

## Strategy 1

Administration will provide regular classroom observations with feedback to support teacher instruction.

Sep 08, 2020 to Jun 18, 2021 - Administration

Professional development will be provided for teachers to support classroom instruction.

Aug 24, 2020 to Jun 18, 2021 - Administration, ILT, PD Consultants

Teachers will be provided with resources to support classroom instruction.

Sep 08, 2020 to Jun 18, 2021 - Administration

## Strategy 2

We will continue to recognize students for their academic achievement and outstanding citizenship.

Sep 08, 2020 to Jun 18, 2021 - Administration, Teachers, ESP's

We will continue to provide students with opportunities to showcase their gifts and talents through academics, sports and the arts.

Sep 08, 2020 to Jun 18, 2021 - Administration, Teachers, ESP's

We will continue to provide opportunities to engage parents in instructional activities to support students academic success.

Sep 08, 2020 to Jun 18, 2021 - Administration, ILT, Teachers

## Strategy 3

We will progress monitor student academic performance on a bi-weekly basis using Mastery Connect and TRC/DIBELS.

Sep 08, 2020 to Jun 18, 2021 - Administration, Teachers

We will provide incentives for students who attain 96% attendance or better and for students with improved attendance.

Sep 08, 2020 to Jun 18, 2021 - Administration, Teachers, Attendance Clerk

We will provide SEL support for tier 2 and tier 3 students based on student referral data.

Sep 08, 2020 to Jun 18, 2021 - Administration, Teachers, Counselors, Deans, Security Team

# Fund Compliance

## ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

## ESSA Schoolwide Program

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

A comprehensive needs assessment will be completed annually as part of the development of our CIWP where we engage various stakeholders. The CIWP Team reviews student achievement data from NWEA in Reading and Math, Quarterly Grades, and Curriculum Needs Annually along with student attendance

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

Our strategy will be to assess students using our assessment program Mastery Connect bi-weekly and provide interim assessments to gauge student content mastery. We will insure all Teachers are formerly trained on how to create standards based assessments, utilize the reports, and then reteach students based upon skills that have not been mastered. Teachers will receive PD and will receive feedback on providing high quality instruction.

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

School-wide reform strategies that will be used are as follows: Tier 1 students - grade level, high quality instruction, enrichment (small groups). Tier 2 students - intervention (small groups), before/after school tutoring/classes, online educational platforms (Learning A-Z, IXL, Khan Academy), Tier 3 students - individualized instruction, online educational platforms (Learning A-Z, IXL, Khan Academy), before/after school tutoring/classes. We will utilized NWEA, TRC/Dibels, Mastery Connect and MTSS to identify and progress monitor these each tier group.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement**

**standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

We will conduct student, parent and community surveys to assess the needs of our students and school community. Therefore, through our scheduling and programming we are able to meet the instructional minutes and provide enrichment learning opportunities before and after school. Other strategies include increasing student engagement, student voice and student leadership through various programs, learning experiences and exposure opportunities. We provide the following programs: mentoring, tutoring, dance, counseling, yoga, culinary arts, wood shop, sports clubs, debate, health and fitness and more.

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

Whenever we have a vacancy, we post the position and market the needs of the school and the characteristics that we desire. Teacher leaders join interviews to provide a different perspective. When able, teacher candidates teach model lessons as a part of interview process. We also rely on reference checks to guide our decisions. We utilize CPS Teacher recruitment to provide quality candidates as a referral.

**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.**

We believe in on-going education for our teachers and support staff. All Staff Members are essential in meeting our goals and meeting the needs of our students. Therefore, when Professional Development is provided, we invite all support staff to major PD and provide specific PD for grade bands, content teachers and specialty teachers. We will develop an annual PD calendar which includes weekly PD Topics for Grade Level Meetings, Monthly after-school Teacher PD, Network PD and CPS PD. Our PAC will sponsor Parent Workshops. Parent learning opportunities are also provided by our Child Parent Center. Administration is provided with monthly Network PD as well as State-wide PD annually.

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

We will continue to work to increase parent involvement by surveying parents to identify their needs. We will provide monthly workshops for parents on various topics: Supporting the Academic Needs of your Child, Academic Night, Math Night, NWEA and other Assessments, Gifted Night, Open House, and grade level specific parent meetings. Furthermore, we will provide parent friendly health and fitness classes.

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

We will provide quarterly parent meetings to provide updates and to educate parents on the transition to Kindergarten. We highlight and utilize parents who are engaged who can share positive experiences with other parents. Our teachers receive PD and resources to assist parents with this transition. Also, we will continue to host Step Up to Kindergarten and similar summer programs to assist in the transition from early childhood programs to kindergarten. Kindergarten orientation will be provided for our new kindergarten population of students and parents.

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

We meet with our teachers annually to vote on our School-Wide Assessment Calendar to include their voice and to meet the needs of our students. We met with our ILT to review various assessment programs to determine which program would best serve our teachers and provide the most efficient data results. We ensure that we pay for and allocate time for PD so that teachers are equipped with the skills and resources to be successful. Lastly, we employ the on-site lead model in order to always have an on-site expert who can provide on-going PD.

**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.**

We will utilize EOY and BOY NWEA data, TRC/Dibels and Master Connect data (bi-weekly assessments) to identify struggling students. Once these students are identified we will offer before/after school assistance, small group instruction and intervention time within the school day. Instruction will adjust based on student assessment results.

**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.**

These are a list of partnerships that we utilize: Haymarket, BAM, CAPER, Comer Medi-Van, Mobil Dentist, Family Starts Learning and Support Center for Literacy (FAST), The Chicago Urban League, Red Cross, Boys and Girls Club of Chicago, Junior Achievement, After School Allstars, Common Threads, Small Bites, Mr. Dad's Fathers Club, PAC, PTA

## 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.**

During our Title I Organization Meeting, scheduled to be held in September 2020 and our PAC meeting scheduled during mid year, we will review our ESSA plan and make revisions as needed. We will send out a school wide survey to get a pulse on what improvements are needed. This will occur by mid school year 2020-2021.

**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**

We will hold our Title I Annual Meeting, PAC and Organizational meeting in early September 2020-2021. Parents will be invited and encouraged to attend. Parents will be notified via website, Robo call, Newsletter, School wide posting and the school Marquee. We will alternate between morning and afternoon meetings to accommodate parents.

**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.**

Parents will be informed of regularly scheduled PAC, LSC and PTA meetings prior to their start, beginning in September 2020. Parents will be notified via website, Robo call, Newsletter, School wide postings, flyers and the school Marquee. We will alternate between morning and afternoon meetings to accommodate parents.

**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 be provided Student Profiles generated from NWEA and TRC during our first open house, report card pick-up and academic nights as well as progress reports sent home. Parents also have access to Parent Portal to regularly view their child's progress.

**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.**

As required, parents will be informed via letters during the first few weeks of school.

**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.**

Parents will be informed during our State of the School Address, Title I Annual Meeting, PAC and Organizational meeting in September 2020.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

We will notify parents of District FACE meetings and training. We will continue to provide resources, materials and training provided monthly by PAC, as well as during school wide Academic Night.

**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.**

Administration will provide PD for staff to ensure we have regular dialogue with parents to create two way communication, partnering to build relationships with parents to communicate regularly about their children and the school. We will continue to communicate via newsletters, Remind APP, Class Dojo, email and phone calls.

**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.**

We will continue to implement Universal Prekindergarten and continue to partner with the Office of Early Childhood and Office of Diverse Learner Supports, UIC Extensions programs FAST, CAPERS, Network 9 and Parent University.

**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.**

We will continue to send parent communication via newsletters and weekly updates, the school website, informational postings, robo calls, flyers and school calendar. Information is also shared via PAC, PTA and LSC Meetings.

### Policy Implementation Activities

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

[X] **<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>**

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

[X] **<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.)**

We seek to create a challenging learning environment that encourages high expectations for success through developmentally appropriate curriculum and instruction that allows for individual differences and learning styles. This is accomplished by promoting a safe, orderly, caring, and supportive school culture. Each student's efficacy is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members to be actively involved in our students' learning.

**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.**

We will hold 2 parent-teacher conferences that are mandated by the CPS calendar. In addition, we will hold open house and academic night. Parents will have an opportunity to have parent-teacher conferences upon request.

**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 be provided Student Profiles generated from NWEA and TRC during our first open house, report card pick-up and academic nights as well as progress reports sent home. Parents also have access to Parent Portal to regularly view their child's progress.

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

Parents will have access to staff during report card pick-up, email and phone calls, and by appointment upon request.

**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.**

Once parents receive CPS volunteer clearance, they are able to volunteer in various capacities including field trips, classrooms, lunchrooms, during recess, arrival and dismissal. Parents will also have opportunities to participate in Learning Walks.

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

Parents will support their children's learning by accessing Parent Portal and by receiving regular communication from their teachers via newsletters, attendance notification letters, phone calls and email.

Parents will be encouraged to monitor their child's homework and online learning platforms. Parents will be encouraged to sign up for after school enrichment programs.

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

Parents will participate in grade level parent forums, parent-teacher conferences, PTA, LSC and PAC meetings.

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

Students are included in goal setting meetings with their teachers. Students are included in attendance incentives and provided award recognition for academics and citizenship. We will have a student council to provide a voice for students and promote student leadership.

### 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.**

The school's goals will be to provide parent training and resources through PAC with district support through FACE. Parents will be surveyed to identify needs. We will continue to have parent engagement opportunities through academic night, open house, etc. This will be an ongoing process beginning in September and carried on throughout the school year.

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<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
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1000.00

<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1273.00
<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)	\$300.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$720.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$1800.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00