

Andrew Carnegie Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/13/2020	Instructional Leadership Team: Blanchard, Boateng, Adams, Butts, Milsap, Murphy, Anderson & Roberson	SEF
01/14/2020	LSC Members: BeyMuhammad, Jones, Harris, Ursula, Blanchard, Slaughter,	SEF
01/21/2020	Principal Directed Meeting: PreK-8th Grade Teachers	SEF

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
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 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:** - Communicate with stakeholders in the State of the School address, on the school website, and on remind. These are the main vehicles used to communicate the mission and vision. Mission and Vision are also posted in the hallway and inside each classroom. - Meet with stakeholders and discuss curriculum, use data to determine..., make necessary modifications to tell whether or not changes were coherent - We invite parents to gain information about budget and attendance during the Open Session portion of the LSC meeting. - There was a joint effort by all stakeholders to revise our vision and mission in 2014. - We successfully run regular safety drills, i.e. fire, tornado, lockdown, active shooter, etc. - There are two off-duty police officers and two security officers posted daily throughout the building - Consistent before and after school supervision of school grounds by paraprofessional. - CPS Approved volunteers that assist daily with monitoring. - Partnership with Alternative Youth that offer individual and group therapy for staff and students to increase social emotional awareness. - Wellness team has been established - Everyone has completed CPS mandated Sexual and Health Education webinars: Mandatory Procedures for Reporting Sexual Misconduct and Supporting Transgender, - - Non-binary and Gender Nonconforming Students - At least one member of each grade level team have been trained to teach the CPS mandated Sexual and Health Education course. - We have a professional reads that we discuss as a staff monthly: Fostering Resilient Learners and Everyday SEL - Open invitation for staff to attend out of town professional development - Conduct a yearly reach orientation meeting; every year we have a domain focus - All lessons are aligned to a pacing guide based on national standards (CCSS, NGSS) - Weekly Carnegie

updates, Staff handbook, - CPS memorandums are communicated to staff and families. - A Professional Problems Committee has been established and meets on an as-needed basis - Administration and teachers consistently attend professional development and new learning is shared with staff through in-school workshops after school and during grade level meetings. - Whenever new skills are introduced, administration gives teachers support and time to practice implementation in order to become proficient - Vendors are invited to grade level meetings and staff development to provide follow-up professional development. - All new teachers are provided with experienced mentors. - Teachers do 5 peer observations in order to learn teaching and classroom management strategies. - Our school pilots new academic programs during after school to finetune implementation - Teachers do learning walks to learn from other teachers. Admin provides feedback Representative from each grade level on the ILT team Administration values transparency and awards teachers year-long accomplishments with plaques and Teacher-pay-teacher dollars

- 3 - Structure for Continuous Improvement

- 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 2 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:** Data from Winter NWEA drives Performance Management sessions for all teachers. We conduct ILT Learning Walks for reading and mathematics and provide feedback to teachers. Teachers do peer observations with a different colleague each month, describe in writing what is observed and provide written feedback. Administration does snapshot visits of classrooms to check for postings school and district mandated materials. Teachers receive Gradebook and Unit plan feedback on a regular basis. With math as our school's academic focus, we evaluate our online instructional resources to determine which ones work best for particular classes and individual students and renew site licenses accordingly. The administration does an annual Instructional Resource Review to determine what instructional resources teachers would like to newly implement and need replenished for the following school year. There is a representative from each grade level team on the ILT and participates in Learning Walks, which allows comprehensive input from the staff regarding instructional practices throughout the building. Veteran teachers provide and attend after school professional learning sessions for new teachers and teachers in need of follow-up training. Administrations supports teachers who pursue advanced degrees and National Board Certification. Teachers conduct NWEA goal setting meetings to guide students toward creating an individual plan for meeting math and reading goals. The administration conducts 5-week academic check-ins for students in 6th - 8th grades to ensure they are aware of their grades and ways incorporate self-management and self-advocacy in order to maintain or improve grades.

Representatives from Alternative Youth work with students twice per week one-on-one and group counseling. The entire staff engage in a professional read every year. This year's book is *Fostering Resilient Learners*, which is discussed during weekly grade level meetings. Teachers receive ongoing professional development through national, local, and district trainings. Teachers follow the CPS recommended Time Distribution. All grade level teams have common planning time and 90 minute uninterrupted math blocks in primary and intermediate grades. Teachers received new classroom furniture including desks, chairs, and flexible seating. Teachers receive all needed and requested instructional supplies and materials. Teachers post student work inside classrooms, on hallway bulletin boards, and electronically on ClassDojo. Mission and vision is posted near the entrance of the school building, on our school website, and in all classrooms.

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
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 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:** We have an IBMYP Program where students are encouraged to think globally, and appreciate other cultures, and consider the global impact of choices made by themselves and others. Students in grades Kindergarten through Eighth receive Spanish instruction in which they learn about Spanish language and culture. Teachers use a variety of texts to expose students to various cultures. We have a Pen Pal Program where our students are communicating to students in Saint Croix. We incorporate culturally relevant curriculum by using Think-Cerca and Discovery Education. All subjects are planned around a Big Idea that is revisited throughout the unit, IB units are planned around a statement of inquiry that serves the same purpose. Technology is used across all grade levels. (We have licenses for IReady Reading, Reading to A to Z, Scholastic Digital Manager, Common Lit) Pacing guides are used for reading and math to ensure continuity across all grade levels. They are also used to insure that we are teaching the full spectrum of Common Core Standards. Parent Nights are held each year to showcase student work/projects. (Black History wax Museum, Science Fairs, Earth Day- Trash to Treasure Project) We have partnerships with the University of Chicago through the WITS Program where they assist Kindergarten and Second grade students with reading one-on one for 1 hour per week. Use data to inform instruction- We have weekly grade level meeting to discuss data, we have Performance Management meetings after each testing cycle to discuss data and individual goals for teachers. Social Emotional- We use a program called Second Step to teach Social Emotional Learning, we also have Alternative Youth Counseling one-on-one/group sessions provided twice per week. We also have the Girls on the Run Program that provides Social Emotional Learning for girls in grades 4th through 8th. We used the

Balanced Literacy Approach, each primary classroom has a variety of complex text on all levels, we also use outside resources (Common Lit, News ELA, Read Works, and Junior Great Books) Guided Reading instruction is provided for grades Kindergarten through Third grade, where student rotate to a variety of learning centers and are provided individualized instruction based on their reading ability. We partner with the University of Chicago through the My Very Own Library Program where students grades Preschool through 8th receive 10 books per year.

- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Teachers are well aware of the scope and sequence that is expected to be taught at the onset of the school year. Administration provides CCSS scope and sequence to be followed per quarter in both Reading and Math, Teachers utilize Discovery Education, Khan Academy, ThinkCERCA, IXL Reading and Math, IB MYP Textbooks as well as comprehensive units that use formative and summative assessments. Teachers receive professional development on how to incorporate each technology program. Teacher use Nearpod to reteach lessons and enhance students content knowledge. Teachers also use iReady toolbox for supplemental materials in reading and math. Teachers use NWEA continuum to group students based on strengths and weaknesses and help student reach their nWEA goals.
- 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
 - 4 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
 - 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy

- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Using Multiple measures-- we do use universally designed assessments, however we can work to allow for multiple pathways for students to demonstrate understanding of the objective(s) Use multiple measures--we use district tests, school specific tests such as I-ready diagnostic, IXL diagnostic, Progress checks, and exit slips ILT, GLT, and interventionists use a Problem Solving Process some teams are more consistent than others with the problem solving process. Assessments are modified per IEPs Assessments represents shifts with CCSS. Assessments for ELLs are completed by the case manager. School reviews data throughout the school year. We review it at all school professional development approximately 3 times per year. We discuss it during grade level teams. We explore how group students and how to use the current curriculum and supplemental supports to better support students Improve and promote assessment literacy--primary team has worked this year to use curriculum, journals, and centers more consistently. We need to work to have a common language for assessments. School has a consistent grading scale and tools for communication. ---school wide grading scale,school wide parent letters, classroom newsletters, communication through Class Dojo/Remind
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 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)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 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)
- 4 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)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 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:** Teachers are required to notify the office of students that have five or ten day consecutive absences. Teachers also follow up with phone calls to the students' home. Teachers provide students opportunity to make- up assignments. As a part of keeping students on track, administration and teachers meet with the students every five weeks to ensure students are academically successful and are on course to meet their attainment and growth goals in reading and math. The shared leadership team communicates with teachers the different programs that are available to assist the students that are struggling emotionally. The shared leadership team has shared different strategies to help the struggling students. We have after school programs to bridge the academic gaps that student have. We are using RTI programs. The District-wide restorative justice has been established to help students who are struggling with conflict-resolution. The teachers have been trained on the district Social Emotional Learning curriculum. As part of our professional development and grade level meeting, we discuss our

data to drive our instruction. We collaborate in our grade level teams to discuss to align and prioritize the common core standards with the data and the curriculum to ensure high quality instruction. Teachers are required to do guided reading and math to address the needs of all the student in the classrooms. Classroom teachers use TRC, Progress Monitoring, DIBELS, NWEA District-wide assessments for reading and math to inform the direction and delivery of their instruction. Teachers also use various website like Nearpod, Discovery Education, I-Ready, Khan Academy to reteach and scaffold skills. Teachers keep the parents informed through various medias such as Class Dojo, Remind, phone calls, email and conferences on their students academic progress. We provide different workshops during and after school for parents to learn math and reading strategies. The PAC also provide programs.

- 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
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** The primary students engage in Responsive Classroom Morning Meetings that build a strong sense of community and set students up for success academically and socially. All staff members are trained in CHAMPS Behavior Management Program and implement CHAMPS daily in the classrooms and hallways. Perfect attendance, honor roll and citizenship awards are posted outside each classroom. Mentoring programs like Girls on the Run, Carnegie Coding, and seasonal sports have been implemented to encourage positive social emotional skills like teamwork, cooperation and collaboration as well as physical development for students. Teachers have the opportunity to meet weekly to learn from each other, build positive relationships and collaborate on lesson plans and student achievement.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders

- 3 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture
- **Evidence:** The primary students engage in Responsive Classrooms Morning Meeting that build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for twenty to thirty minutes and interact with one another. All staff are trained in CHAMPS Behavioral Program and Responsive Classroom. Staff members received in-service on the discipline referral process. Discipline referral forms are sent to Administration for tracking and monitoring behavioral trends school-wide. Opportunities to re-direct student behavior are implemented but not consistently. Based on the 2019 My Voice, My School survey reported students and teachers do not (weak) share a high level Of mutual trust and respect. A variety of mentoring programs (i.e. Girls on the Run, Heart & Sole, All sport teams) have been implemented that encourage positive emotional, social mental and physical development, as well as help develop important strategies and skills that help them navigate life experiences. Teacher/staff volunteers are dynamic role models dedicated to empowering students to healthy and confident citizens. We have also partnered with a SEL organization to provide on-site group therapy for our most atrisk students. As well as provide family counseling. The School Counselor assist families referrals for external agencies. Based on the 2019 My Voice, My School survey reported teacher-teacher trust and teacher-principal trust was neutral. The principal conducts one-on-one meetings with individual teachers/staff to discuss academic goals. The ACS Social Club was created to provide opportunities for the faculty and staff to get together and enjoy one another outside of school.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 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:** Teachers and staff CHAMP students. Students are aware of school expectations. School administration has trained and reviewed procedures for reporting and responding to concerns about safety and well-being Teachers greet students some individually, students have jobs in classrooms to manage activities, teachers CHAMP activities Professional read is educating teachers and staff on create supportive, restorative, and trauma sensitive environments
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- **Evidence:** Teachers have been trained to teach and incorporate Social Emotional Learning lessons. The school has implemented the CHAMPS program to help with our daily routines and expectations for instruction. The school staff completed a professional development on restorative practices. Teachers can use different strategies to deescalate situations and identify triggers. The student code of conduct is discussed with students by the teachers as well as administration. The Student Code of Conduct book is sent home to encourage parents/guardians to be a partner in the restorative practices. Teachers are continually monitoring and redirecting students' behavior. We have implemented student reward system to assist in good behavior. Teachers have at their disposal video gaming consoles, popcorn machines, board and card games to motivate student behavior and academic success.
 - 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 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
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Parents are encouraged to apply to become CPS approved Volunteers. We host a Literacy Night, Math Night, and Technology Night every year. Assemblies are held throughout the school year (Christmas Assembly, Black History Assembly, Dance/Cheer Competitions, Speech Arts Assembly, Awards Assembly) We have an LSC meeting monthly, parents are also encouraged to communicate via Remind, Class Dojo, or by scheduling a meeting. We host an Open House each year where we inform parents about grade level/classroom expectations, provide them with the parent handbook, discuss school policies, attendance policies, rules and procedures. We also have a team that assists parents with signing up on parent portal. We communicate in a variety of ways (phone calls, send out news letters, weekly updates, and daily/ weekly messages on class Dojo. We have a home-bound program for students who are under a doctors care. Teachers visit them at home/hospital to provide instruction. We secure an interpreter for our parents that are deaf and hard of hearing to insure they access to all information, we also use google translate if needed for parents speaking languages other than English. We have a partnership with the University of Chicago where we have the following programs: WITS Program (They pull small groups of Kindergarten and Second grade students for reading one hour per week) Chess Club, Art Should, NSP Tutors (Neighborhood Schools Program)- Tutor all subject areas, Coding Programs (Girls Who Code) We have the Girls on the Run Program - Social Emotional Learning provided for grades 4th- 8th. We partner with () to provide vision and dental care.
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School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
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	4
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: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	5
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

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
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>In analyzing our data pertaining to the NWEA Math Growth of our 3rd-8th grade student population, Carnegie has experienced an decline in the number of students meeting their Spring to Spring target.</p> <p>In 2017 to 2019, the number of 3rd-8th grade students meeting their Spring to Spring Growth target declined from 68% to 25%.</p> <p>Carnegie has identified the root cause due to the change of mathematics teaching staff at the 4th/5th grades and 6th-8th IB-MYP Mathematics, failure to implement Envision Math Program with fidelity and failure to align Priority Math Standards with Quarterly Math Pacing Guide.</p>	African American		50.00	75.00
	Overall		50.00	75.00
<p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>In analyzing our data pertaining to the NWEA Math Attainment of our 2nd grade student population, Carnegie has experienced an decline in the number of students meeting or exceeding national average.</p> <p>In 2017 to 2019, the number of 2nd grade students performing at or above grade level declined from 79% to 55%.</p> <p>Carnegie has identified the root cause due to the failure to implement Envision Math Program with fidelity and failure to align Priority Math Standards with Quarterly Math Pacing Guide.</p>	African American		63.00	70.00
	Overall		63.00	70.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>In analyzing our data pertaining to the NWEA Reading Growth of our 3rd-8th grade student population, Carnegie has experienced an decline in the number of students meeting their Spring to</p>	African American		75.00	80.00
	Overall		75.00	80.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Spring target.</p> <p>In 2017 to 2019, the number of 3rd-8th grade students meeting their Spring to Spring Growth target declined from 73% to 64%.</p> <p>Carnegie has identified the root cause is due to the lack of ELA alignment resources to the the ELA Quarterly Pacing Guide, ELA Power Standards, inconsistent implementation of the GRR strategy and the inability to adjust instruction practices/materials to data results.</p> <p>The curriculum and instruction at Carnegie School is driven by the ELA scope and sequence aligned to ELA Power Standards. Some critical components include: ELA Quarterly Pacing Guide, the use of ELA Power Standards, the alignment of the Sadlier Vocabulary/Wordly Wise 3000, Common Core Coach Target Reading Comprehension, IB-MYP Language & Literature, iReady Reading and Discovery Education ELA Model Lessons and weekly assessments.</p>				
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey</p> <p>The 2019 5Essentials from the My Voice, My School Survey indicated Carnegie School as Organized.</p> <p>The Areas of Concerns are as follows:</p> <ol style="list-style-type: none"> 1. Supportive Environment: Is the school safe and supportive with high expectations? NEUTRAL 2. Effective Leaders: Does leadership focus on results and school improvement? NEUTRAL 					

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
3. Collaborative Teachers: Do teachers work well together and strive for excellence? NEUTRAL					

Custom metrics (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>Teacher Performance Management (PM) Teachers are required to complete a deep analysis of student results after each testing cycle. Teachers are required to present a Performance Management (PM) presentation as follows: 1. Analyze Performance (data/slides) Use timely and appropriate data (i.e. TRC/DIBELS, NWEA, Attendance, etc...) Are the data slides clear without explanation? Does data present a clear and logical storyline (drill-down path)?</p> <p>2. Identify the Root Causes & Identify the most critical areas One (1) area of concern One (1) area for celebration (discuss) Provide detail descriptions of root causes presented and possible solutions. Are initial questions aimed to get at root causes?</p> <p>3. Identify Potential Solutions & Expected Impact Are instructional/operational recommendations aligned to root causes (strength/weakness) Set reasonable timelines? If the potential solutions are executed with fidelity, will teachers and/or students behavior improve in some way? If so, provide evidence.</p> <p>4. Implement & Monitor (accountability) Who is responsible for implementing instructional practices/changes? How will you measure progress? What constitutes acceptable evidence of competency in the outcomes?</p> <p>Teachers are required to conduct a PM session as follows: 1. Prepare a 20 to 25 minute presentation.</p>					

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>2. You are to display one slide, which will be displayed on the Promethean Board.</p> <p>3. You are expected to provide a deep analysis of your Winter NWEA data by retrieving your Class Report to obtain your Attainment Goals. DO NOT SELECT HOMEROOM, as your data will include diverse learners. You are to review the Student Goal Setting Worksheets to obtain your Growth Goals.</p> <p>4. When determining Attainment targets, you are to consider students in the 35th to 49th Percentile.</p> <p>5. When determining Growth targets, you are to consider students that are within 5 to 8 points away from reaching their Spring target. Kindergarten teachers, you are to consider students that are within 10 to 13 points away from reaching their Spring targets.</p> <p>6. You are expected to answer questions that will be derived from your Winter NWEA data and discuss the action steps you will take to improve student performance. Be prepared to provide the Administration Team with your NWEA Spring Reading & Mathematics Attainment and Growth Targets.</p>					

Strategies

Strategy 1

If we do...	Teachers design Math lessons that include the CCCS Math Priority Standards aligned to the ACS Math Quarterly Pacing Guide that will meet all learners unique needs... Teacher will use GRR strategy to engage all students in rigorous work ... Teachers will check for understanding and provide specific, academic feedback and next steps... Teachers will modify instruction in response to data... Embed a rigorous approach to teaching math vocabulary. Utilize technology for instructional purposes. Provide opportunities for teachers to attend local, district and national conferences and workshops .
Then we see...	Lessons will have a clear structure with time for students to engage in thoughtful participation, discussion, and learning tasks (Gradual Release of Responsibility Model). Solve & Share, Get the Goof, Math Talks or Problem of the Day will include explicit instruction of math vocabulary. Students will engage in exploring new ideas or themes, making connections within or across content, and by justifying interpretations through oral discussions and written products. Learning tasks, some of which are collaborative,

	will demand higher order thinking. Teachers will provide small group instruction for targeted students. (remediation/enrichment) that includes questioning and discussions will deepen and extend student understanding of concepts. Teacher questions are open-ended and have multiple correct answer which yield useful information at key points. Teachers will make real time adjustments to address misunderstandings; teachers will adapt to, respond to, and build on student responses. Teachers will routinely modify daily instruction when data indicates it is needed. Re-teaching will occur in guided groups that are informed by data, to meet the needs of individuals and groups ensuring student progress toward mastering objectives. Independent work will include implementation of iReady Mathematics, Khan Academy Mappers, Pearson Realize, IXL Math Diagnostic and/or XtraMath.
which leads to...	an increase in attainment of 5% to 7% in grades 2nd-8th each year and 14% more students in grades 1st -8th grade meeting or exceeding their Spring to Spring goal.
Budget Description	
Tags	Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> (Not started) Create & deliver lessons to teach, activities to practice, and systematic ways to review these skills. Provide targeted review and intervention for students in whole-group, small group, and one-on-one settings depending on the percent of the class not demonstrating mastery of a prioritized skill. Use mathematical fluency strategies within my classroom/teaching. Utilize computer programs and other technology to reinforce math skills and strategies (i.e.Utilize Math Talk, Khan Academy Mappers, Pearson Realize, IXL, IB Math Textbooks, PowerTeaching Math (PTM), Envision Math, iReady Math). <p>Tags:</p>

Strategy 2

If we do...	work together to create a climate of warmth, inclusion and safety by modeling and providing explicit instruction and expectations?
Then we see...	we will sustain a school culture that fosters acceptance, respect and empathy and students will develop skills to avoid, manage and resolve conflict.
which leads to...	a culture and climate where students feel safe to learn and take risks, thereby leading to increases in student achievement and self-confidence.
Budget Description	
Tags	MTSS
Action steps	<ul style="list-style-type: none"> (Not started) Identify Tier 1, 2 & 3 students. Increase the implementation of Second Step with fidelity, as well as the use of Restorative Counselor, with fidelity, as well as the use of Restorative Practices and partnerships with outside

	<p>organizations. Students independently and peacefully solving problems, showing empathy, and teachers using restorative practices (peace circles and classroom conversations) within the classroom. These behaviors would be seen across classrooms and shared areas of the school. Incorporate in the primary grades the components of The Morning Meeting into our daily schedule to develop the expectation that students will take care of themselves, each other, and their classroom and school. Increase the training on Mindset & GoNoodle and incorporate team building into this work. Mindset & GoNoodle will be a part of every staff meeting so learning is ongoing. Foster student leadership and give them a voice in decision making by continuing with our Student Council. Continue staff development and parent education around Bullying, Social Media and Conflict Resolution. Professional norms will be used at all meetings to provide opportunities for focused discussions in a risk free environment.</p> <p>Tags:MTSS, SEL</p>
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Strategy 3

<p>If we do...</p>	<p>Teachers design ELA lessons to meet learners unique needs... Teacher use GRR strategy to engage all students in rigorous work ... Teachers check for understanding and provide specific, academic feedback and next steps... Teachers modify instruction in response to data... Provide opportunities for teachers to attend local, district and national conferences and workshops.</p>
<p>Then we see...</p>	<p>Lessons will have a clear structure with time for students to engage in thoughtful participation, discussion, and learning tasks (Gradual Release of Responsibility Model). Students will engage in exploring new ideas or themes, making connections within or across texts, and by justifying interpretations through oral discussions and written products. Learning tasks, some of which are collaborative, will demand higher order thinking. Questioning and discussions will deepen and extend student understanding of concepts. Teacher questions are open-ended and have multiple correct answer which yield useful information at key points. Teachers will make real time adjustments to address misunderstandings; teachers will adapt to, respond to, and build on student responses. Teachers will routinely modify daily instruction when data indicates it is needed. Re-teaching will occur in guided groups that are informed by data, to meet the needs of individuals and groups ensuring student progress toward mastering objectives.</p>
<p>which leads to...</p>	<p>NWEA Reading Student Attainment rate increase by 3% to 5% and 80% or higher of students meeting and/or exceeding their projected RIT each year. As well as an increase of students at each performance level on the Illinois Assessment of Readiness. Students demonstrating an enthusiasm for reading and writing as evidenced by an increase in their stamina, both in school and at home. Teachers demonstrating an increased understanding of GRR and how to integrate technology into the curriculum.</p>
<p>Budget Description</p>	
<p>Tags</p>	<p>Assessment: Improving Assessment Literacy, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p>

Action steps	<ul style="list-style-type: none"> (Not started) PD will be integrated during grade-level and principal-directed meetings to provide effective instruction and modeling for students using the I do, we do, you do model. Demonstrate lessons of the Gradual Release Model and receive feedback. Teachers will use the Gradual Release lesson plan template to complete a lesson plan in math and literacy. Teachers will receive biweekly feedback on lesson plans. Instruction will be monitored using the lesson plan for reference. Quarterly Learning Walks conducted with ILT team. Learning Walk data shared and analyzed and next steps determined. Utilize computer programs and other technology to reinforce ELA skills and strategies (i.e. IB Language & Literature, Discovery Education Streaming Plus, Common Core Coach Targeted Reading Comprehension, Accessing Complex Text, Nearpod, ThinkCERCA, Sadlier Vocabulary and/or Wordly Wise 3000). <p>Tags: Reading strategies, Reading</p>
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Action Plan

Strategy 1

Create & deliver lessons to teach, activities to practice, and systematic ways to review these skills. Provide targeted review and intervention for students in whole-group, small group, and one-on-one settings depending on the percent of the class not demonstrating mastery of a prioritized skill. Use mathematical fluency strategies within my classroom/teaching. Utilize computer programs and other technology to reinforce math skills and strategies (i.e. Utilize Math Talk, Khan Academy Mappers, Pearson Realize, IXL, IB Math Textbooks, PowerTeaching Math (PTM), Envision Math, iReady Math).

Sep 01, 2020 to Jun 24, 2022 - Teachers, Administrators Students and Parents

Strategy 2

Identify Tier 1, 2 & 3 students. Increase the implementation of Second Step with fidelity, as well as the use of Restorative Counselor, with fidelity, as well as the use of Restorative Practices and partnerships with outside organizations. Students independently and peacefully solving problems, showing empathy, and teachers using restorative practices (peace circles and classroom conversations) within the classroom. These behaviors would be seen across classrooms and shared areas of the school. Incorporate in the primary grades the components of The Morning Meeting into our daily schedule to develop the expectation that students will take care of themselves, each other, and their classroom and school. Increase the training on Mindset & GoNoodle and incorporate team building into this work. Mindset & GoNoodle will be a part of every staff meeting so learning is ongoing. Foster student leadership and give them a voice in decision making by continuing with our Student Council. Continue staff development and parent education around Bullying, Social Media and Conflict Resolution. Professional norms will be used at all meetings to provide opportunities for focused discussions in a risk free environment.

Sep 01, 2020 to Jun 24, 2022 - Counselor, Teachers, Paraprofessionals, Parents & Students

Strategy 3

PD will be integrated during grade-level and principal-directed meetings to provide effective instruction and modeling for students using the I do, we do, you do model. Demonstrate lessons of the Gradual Release Model and receive feedback. Teachers will use the Gradual Release lesson plan template to complete a lesson plan in math and literacy. Teachers will receive biweekly feedback on lesson plans. Instruction will be monitored using the lesson plan for reference. Quarterly Learning Walks conducted with ILT team. Learning Walk data shared and analyzed and next steps determined. Utilize computer programs and other technology to reinforce ELA skills and strategies (i.e. IB Language & Literature, Discovery Education Streaming Plus, Common Core Coach Targeted Reading Comprehension, Accessing Complex Text, Nearpod, ThinkCERCA, Sadlier Vocabulary and/or Wordly Wise 3000).

Sep 01, 2020 to Jun 24, 2022 - Teachers,

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.

Each year The State of the School Address will be presented to the school community, which includes the school Mission & Vision Statements, Priorities and Goals, SQRP Data, CIWP Priorities & Initiatives, Culture and Climate, Attendance and Academic Programs.

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

The school will offer before and after school academic programs to support all students. For the 2020-21 school year, the school will offer an IB-MYP Enrichment Lab to support students in the IB-MYP Program.

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.

Since 2014, Carnegie staff have been trained and implements the Gradual Release of Responsibility strategy in all content-areas. The school aligns the GRR research-based strategy and professional reading books (i.e. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, The Purposeful Classroom, Text Complexity, Text Dependent Questions and Using Data to Focus Instructional Improvement) to improve our understanding and effectiveness.

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).

Fall and Spring After School Academic Programs provide students with additional support in a small group setting of 10 or less students. IB-MYP students receive 50 hours per week in-school support through the IB-MYP Enrichment Lab. The school has an external partnership with Alternative Youth which offers weekly in-school one-on-one or small group therapy for our most at-risk students.

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

We found the best way to attract high-quality and highly-qualified teachers to the school, is by teachers referrals, CPS Taleo system, the school website and University partnerships.

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.

At the start of each school year, teachers are required to assess and create a Professional Development Growth Areas. Teachers/staff align current data to their growth areas. The Carnegie School community are invited to attend school-level, local, district and national conferences.

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

The school host a number of Family Night in the areas of Science, Literacy, Technology and Mathematics to engage parents. These Family Nights are held quarterly and led by both teacher and students.

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.

For the 2020-21 school year, Carnegie School academic program will no longer include a Preschool program.

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.

The administration and teachers work collaboratively together to determine what programs and services are needed to improve particular areas. Teachers vote each year to determine what assessment tools will

be implemented and how often. Teachers review instructional programs yearly and are invited to meet with Administrator each May to discuss their findings.

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.

Students are placed in varies academic programs, i.e. Regional Gifted, Advanced IB-MYP

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.

Funding is provided to include supplemental programs. Carnegie School does not currently receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds. The school receives funds through the National School Lunch Act / Child Nutrition Act. However, funds are not included in school budget, rather allocated by the district.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents are invited to serve on the PAC, PTA ,LSC and other committees that serve the school. By having these committees, we will see parental involvement through meetings, social gatherings, and events that will lead to increased parent involvement and student success.

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

The principal will host an annual NCLB, Title I meeting in September of each year. PAC meetings will be scheduled on a monthly basis, as well as information disseminated in monthly LSC meetings and the school's website. The Principal will host a Title 1 Annual Organizational meeting during the first week of October of each year.

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

Parents are provided the opportunity to attend monthly Parent Advisory Council meetings and contribute suggestions about the education of their children. A yearly schedule of all PAC meetings will be distributed to parents in September at the Annual Organizational meeting. All SWD parents will be invited to attend LRE & SEL Parent Meeting. This will be accomplished by hosting an Open House in the month of September each year. The Principal will provide parents information regarding curriculum, assessment tools and proficiency level goals for each grade level.

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.

As soon as IAR individualized reports are made available to the school, these reports will be distributed to parents with a written explanation of how the results should be interpreted. The Principal/AP will host a parent meeting to explain how to analyze student results, test item analysis and allow time for Q&A from parents.

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

This information is communicated to the parents from the district level. Letters to parents are then sent to them regarding their child's teacher educational credentials.

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.

When deciding the best course of action to improve their child's education (i.e.achievement, growth, or behavior/discipline/motivation), parents will consult with their child's teacher, and when needed with an administration. This meeting will be convened by student, parent, teacher, or administrative request and attended by all pertinent parties or their delegates to decide collaboratively and through consensus the best course of action for the student. The school website provides links to the common core state standards as well as ASPEN parent portal where parents can access their child's grades.

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.

Parents will be invited to attend monthly PAC to determine the needs of the parents of Carnegie. Parents will be encouraged to complete the 5Essential (formerly My Voice, My School) parent survey. Each year a meeting will be held to review the results of the survey to determine what will be needed for school improvements. The results will be given to PAC Chairperson to determine how to distribute the allocated parent training funds into the budget. The school host two Family Technology Nights, where the administrators, teachers and students provide hands-on access to the web-based programs students/teachers implement for the school year.

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.

Through quarter regularly scheduled "Family Participation Nights" all staff and parents will have an opportunity to interact and collaborate with each other regarding the education of our children. Staff is encouraged to recognize that the parent is actually the child's 'primary teacher" and openly welcomes the parents input and support in the educational programs for the children.

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.

Due to space requirement and the large number of families seeking enrollment for Kindergarten. For the 2020-21 school year, Carnegie School will no longer offer Preschool. The Preschool space will be a designated Kindergarten classroom.

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.

The school will send home notices and communicate with parents in a dialog that is easy to understand through school's website, parent letters, school newsletters, Classdojo, Twitter, Smore and Remind.

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.)

Our mission is to provide our student body with high quality student-centered teaching and learning through challenging curriculum and rigorous assessments. We, the staff and parents, are also committed to encouraging children to take educational risks without fear of failure and become creative producers and critical thinkers.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent teacher conferences will be held three times a year. In September at the annual Open House, in November at report card pick-up and in April at 3rd quarter 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.

Progress reports will be distributed every 5 weeks, on the schedule: 5 week progress report; 10 week report card; 15 week progress report; 20 week report card, 25 week progress report, 30 week report card, 35 week progress report; and 40th week final report card. Progress reports will be given to all special needs students and conferences will be held with parents to discuss the academic gains students are making.

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

Parents will be able to meet with teachers from 8:45 to 9:00 each day, and after school appointments, scheduled by the teacher.

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.

Following the districts volunteer guidelines, parents will be given the opportunity to register for school volunteer activities throughout the school year. Parents will be provided with CPS Volunteer requirements and information posted on the school's website. Teachers are encouraged to have two or more parent volunteers each year with the Teacher being provided with a biweekly Parent Volunteer Roster.

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

Through the use of parent portal, Classdojo and digital portfolios parents will be able to monitor student classroom assignments, homework assignments, etc. Parents will also be given access to teacher's email address so that they might be able to contact the teacher when needed.

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 be encouraged to attend all parent group meetings to give input into the educational programs in the school. Surveys will also be distributed to parents for their written input (through a needs assessment) into the decisions which impact on their child's education. Parents will participate in the 5Essentials (My Voice, My School) Survey.

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).

Through programs such as CHAMPS Positive Behavioral Support System, Advisory Period, Classdojo and other incentives, student will be encouraged to take responsibility for their own academic success. Incentives will be offered to students who follow the tenants outlined in these programs.

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.

Understanding your Child's Test Scores, Understanding IAR, Technology Curriculum, Understanding your Child's Disability, Supporting Diverse Learners Parent, and Internet Safety Parent Workshops.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$1000.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00