

John B Drake Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Edwina Davis	LSC Chair and Parent of 3 Drake Students	davis_edwina06@yahoo.com	Has access
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Team Meetings

Date	Participants	Topic
02/12/2020	Abner-Adkins, Cherry, Colton, E. Davis, Doyle, Golliday, Head, Logli, Kuykendall, Robbins, Woodard	Discuss SEF and Root Cause Analysis
04/14/2020	Abner-Adkins, Cherry, Colton, E. Davis, Doyle, Golliday, Head, Logli, Kuykendall, Robbins, Woodard	Finalize TOA's
04/28/2020	Abner-Adkins, Cherry, Colton, E. Davis, Doyle, Golliday, Head, Logli, Kuykendall, Robbins, Woodard	Finalize Action Steps
05/05/2020	Abner-Adkins, Cherry, Colton, E. Davis, Doyle, Golliday, Head, Logli, Kuykendall, Robbins, Woodard	Commonlit.org Presentation by ISL Kotz / Review Budget & Finalize CIWP /
05/19/2020	Abner-Adkins, Cherry, Colton, E. Davis, Doyle, Golliday, Head, Logli, Kuykendall, Robbins, Woodard	Review CIWP Timeline and Monitoring, Proposed Assessment Calendar, Remote Learning Updates
06/02/2020	Abner-Adkins, Cherry, Colton, E. Davis, Doyle, Golliday, Head, Logli, Kuykendall, Robbins, Woodard	Plan CIWP Monitoring Calendar
06/30/2020	Abner-Adkins, Cherry, Colton, E. Davis, Doyle, Golliday, Head, Logli, Kuykendall, Robbins, Woodard	Review Summer PD Leads and Action Items, Review CIWP Monitoring Calendar

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement

- 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)
- 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 3 Enable staff to focus and prioritize what matters most
- 3 Employ the skills to effectively manage change
- 4 Make “safe practice” an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** Grade Level Meeting Agendas Professional Development Meeting Agendas
- 4 - Structure for Continuous Improvement
 - 4 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
 - 3 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
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Interview Schedules that include hiring team LSC is engaged in the SEL initiatives Budget Allocations are approved by Network Chief and LSC Monitor Instruction, policies and practices and provide trends to the staff and school community

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
 - 2 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)
 - 3 Engage students in learning and foster student ownership

- 3 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 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:**
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 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
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 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)
 - 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)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)

- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
 - **Evidence:**
- 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:**
- 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)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 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

- 2 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)
 - 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).
 - 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)
 - 3 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
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
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: Leadership for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
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: Student Voice, Engagement, and Civic Life	4
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Leadership and Structure for Continuous Improvement: Structure 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.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8) Our data indicates that we are currently at the 38th percentile in the area of reading which is below the district's average. We believe that if we identify and utilize research based reading strategies and implement a highly aligned standards based curriculum by 2022, we will reach the 80th growth percentile in reading.	African American		75.00	80.00
	Students with IEPs		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
SQRP: National School Growth Percentile - Math (Grades 3-8) Our data indicates that we are currently at the 28th percentile in the area of math which is below the district's average. We believe that if we identify and utilize research based reading strategies and implement a highly aligned standards based curriculum by 2022, we will reach the 51st growth percentile in math.	African American		46.00	51.00
	Students with IEPs		46.00	51.00
Vision: Attendance Rate Our data indicates that we currently have a 92.8% Attendance Rate which is below the district's average. We believe that if we identify and employ targeted attendance incentives and interventions in addition to celebrating attendance progress by 2022, we will reach our Attendance Goal of 96%.	African American		95.00	96.00
	Students with IEPs		95.00	96.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our data indicates that we currently have a rating of Well Organized which exceeds our district's average. We believe that if we continue to transparency, communicate our goals, align our goals to our vision and mission and celebrate our staff at our Annual Sip and Survey Soiree (My Voice, My School 5 Essentials Staff Survey) by 2022, we will reach our goal of receiving a Well Organized rating as well.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Develop and implement a year-long/skills based specific small group instruction calendar for ELA and Math which includes: Student Activities (What students will do), Instructional Strategies (How it will be taught), and Assessments (How we'll determine learning mastery). This is essential in ensuring that small group instruction can begin in September and expanded throughout the school year. Develop and follow our instructional monitoring schedule and provide consistent and timely feedback to all teachers on a bi-weekly basis. Provide quality, on-going, needs based professional development
Then we see...	Teachers providing students with higher quality differentiated instruction Teachers planning with intentionality Teachers receiving feedback with an action plan for improving instruction Teachers learning and utilizing resources and strategies that will improve academic outcomes
which leads to...	An increase in student's reading and math achievement by 20% as measured on the DWA Narrowing the gap in student deficits by 20% Providing 100% of our students with targeted instruction to meet their individual needs An increase of student's confidence and connectedness to the school as evidenced by student survey results and a 20%
Budget Description	We will allocate funding for the following: Professional Development, Extended Day, Curricular Contract Renewals, Purchase of New Curriculum, Classroom Materials, Supplies and Equipment and Classroom Supports in the form of Teacher Assistants and/or Miscellaneous Staff.
Tags	Instruction, Arts Education: Authentic Arts Integration, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Fair Policies and Systems, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, Math: Rigorous Tasks, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Develop and implement a year-long/skills based specific small group instruction calendar Tags: • (Not started) Develop and follow our instructional monitoring schedule Tags: • (Not started) Identify quality, on-going, needs-based professional development and develop a calendar (for teachers and support staff) Tags: Assessment: Improving Assessment Literacy, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging

Data to Close Gaps, ODLSS: Instructional Quality, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access

Strategy 2

If we do...	Select and utilize a curriculum for ELA, Math, Science, and Social Science (EL, My Perspectives, EnVision Math, Go Math, Interactive Science, Scholastic News) that includes a comprehensive scope and sequence national/organizational grade level standard, such as common core standards and complex textbooks. The above curriculum(s) should meet students' needs who may require extensions or supports to reach the rigor of the grade-level lesson, as well as emphasize differentiation in all classrooms. Select and utilize supplementary materials (Leader In Me, Calm Classroom, and Second Step) which include habits of character in which social-emotional learning is embedded within every module and unit, to guide students as they work independently, collaborate with peers, and care for one another and their classroom.
Then we see...	That all students master rigorous content, develop positive character and produce high quality work and become a community of critical thinkers, students with intellectual courage and emotional resilience. In addition, students will possess the passion and the capacity to contribute to a better world.
which leads to...	An increase from the 38th percentile to the 80th National School Growth percentile on the NWEA Reading Assessment; An increase from the 28th percentile to the 51st National School Growth percentile on the NWEA Math Assessment; A 10% increase in the National School Attainment Percentile on the NWEA Reading Assessment for Grades 2-8; A 10% increase in the National School Attainment Percentile on the NWEA Math Assessment for Grades 2-8; and A 14% increase in On-Track Rates from 46% to 60% of students in Grades 2-8.
Budget Description	We will allocate funding for the following: Professional Development, Extended Day, Curricular Contract Renewals, Purchase of New Curriculum, Classroom Materials, Supplies and Equipment and Classroom Supports in the form of Teacher Assistants and/or Miscellaneous Staff.
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policies and Systems, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Select and utilize a curriculum for ELA, Math, Science, and Social Science (EL, My Perspectives, EnVision Math, Go Math, Interactive Science, Scholastic News) that includes a comprehensive scope and sequence national/organizational grade level standard, such as common core standards and complex textbooks. <p>Tags:Curriculum</p>

	<ul style="list-style-type: none"> (Not started) Select and utilize supplementary materials (Leader In Me, Calm Classroom, and Second Step) <p>Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>
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Strategy 3

If we do...	Create a mandatory schoolwide benchmark testing schedule. Provide teachers with digital universal assessments that will yield instant data and results. Universal grading weights per grade band. Provide teachers with professional development on creating assessments, implementing assessments and analyzing data to drive instruction. Implement proactive weekly grading practices. Adopt a no zero policy school wide. Provide opportunities for retake and late work submission for all students in all content areas.
Then we see...	More organization with planning of lessons/units and assessments. Continuity amongst all classrooms with grading. More targeted whole group and small group instruction. Students and parents will have a more accurate gauge of student progress. More equitable grading practices
which leads to...	An increase of on-track data from 46% to 60% or higher. Increased growth in students' core subject grades. Increase National Reading School Growth Percentile to the 80th percentile by 2022. Increase National Math School Growth Percentile to the 51st percentile by 2022.
Budget Description	We will allocate funding for the following: Professional Development, Extended Day, Curricular Contract Renewals, Purchase of New Curriculum, Classroom Materials, Supplies and Equipment and Classroom Supports in the form of Teacher Assistants and/or Miscellaneous Staff.
Tags	Balanced Assessment and Grading, Arts Education: Assessment in the Arts, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Health & PE: Grading, MTSS: Progress Monitoring, ODLSS: Cluster Programs, ODLSS: Instructional Quality, OECE: P-2 Balanced Literacy
Action steps	<ul style="list-style-type: none"> (Not started) Create a mandatory school-wide benchmark testing schedule <p>Tags: Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> (Not started) Provide teachers with digital universal assessments that will yield instant data and results. <p>Tags: Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> (Not started) Universal grading weights per grade band.

	<p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> (Not started) Provide teachers with professional development on creating assessments, implementing assessments and analyzing data to drive instruction. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> (Not started) Implement proactive weekly grading practices. <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> (Not started) Adopt a no zero policy school wide. <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> (Not started) Provide opportunities for retake and late work submission for all students in all content areas. <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p>
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Strategy 4

<p>If we do...</p>	<p>*Create a student government body that allows students the opportunity to develop their leadership skills *Organize and facilitate school activities to help promote shared ideas and concerns *Schedule monthly town hall meetings that promote a school-wide pathway for communication and ideas *Give students an opportunity to express what they value most and allow them to demonstrate their leadership and organizational skills * Allow students to develop activities, programs, and events that are related to students? interests *Collect data and make decisions based on the strengths and interests of the students and develop student leaders while promoting students? voice and advocacy</p>
<p>Then we see...</p>	<p>*Students will be motivated and want to attend school everyday and meet school-wide goals *Students take on more leadership roles and accountability in relation to their overall academics *Students take on more leadership roles and accountability in relation to their overall attendance. *Students will set goals for themselves and map out plans to achieve them *Students will foster additional student leaders through their actions and engagement.</p>
<p>which leads to...</p>	<p>*Increase in overall test scores (use NWEA Growth and Attainment Data) *Increase school-wide attendance rates from 93% to 95%. *Promotes a positive school wide community and healthy relationships with all stakeholders and a decrease in student behavioral referrals by 20%. *All stakeholders will have a positive nurturing experience that will set high expectations, strong sense of community, student leadership, and shared ownership that will result in a school culture that achieves goals in academic classes, prep classes, extra-curricular programming and attendance.</p>

Budget Description	We will allocate funding for the following: Professional Development, Extended Day, Curricular Contract Renewals, Purchase of New Curriculum, Classroom Materials, Supplies and Equipment and Classroom Supports in the form of Teacher Assistants and/or Miscellaneous Staff.
Tags	Transitions, College & Career Access, & Persistence, Relational Trust, Student Voice, Engagement, and Civic Life, Family & Community Engagement, Equity: Fair Policies and Systems, FACE2: Parent Engagement, MTSS: Family and Community Engagement, ODLSS: Behavior Support, OSSE: Attendance & Truancy, SSCE: Student Leadership, SSCE: Student Voice CIWP
Action steps	<ul style="list-style-type: none"> • (Not started) Create a student government body that will develop leaders and promote student voice Tags: Student Voice, Engagement, and Civic Life • (Not started) Schedule monthly town hall meetings to address student concerns Tags: Student Voice, Engagement, and Civic Life • (Not started) Organize and facilitate school activities based on student interests Tags: Student Voice, Engagement, and Civic Life • (Not started) Collect data and make decisions based on student voice and interest Tags:

Action Plan

Strategy 1

Develop and implement a year-long/skills based specific small group instruction calendar

May 01, 2020 to Jun 30, 2020 - Ms. Golliday, Mrs. Adkins and ILT

Develop and follow our instructional monitoring schedule

Aug 01, 2020 to Jun 18, 2021 - Ms. Golliday and Mrs. Adkins

Identify quality, on-going, needs-based professional development and develop a calendar (for teachers and support staff)

Jul 01, 2020 to Jun 18, 2021 - Ms. Golliday, Mrs. Adkins and ILT

Strategy 2

Select and utilize a curriculum for ELA, Math, Science, and Social Science (EL, My Perspectives, EnVision Math, Go Math, Interactive Science, Scholastic News) that includes a comprehensive scope and sequence national/organizational grade level standard, such as common core standards and complex textbooks.

Aug 01, 2020 to May 31, 2021 - Ms. Colton, Ms. Doyle, Mr. Robbins, and All Classroom Teachers

Select and utilize supplementary materials (Leader In Me, Calm Classroom, and Second Step)

Aug 01, 2020 to May 31, 2021 - Ms. Colton, Ms. Doyle, Mr. Robbins, and All Classroom Teachers

Strategy 3

Create a mandatory school-wide benchmark testing schedule

Jun 01, 2020 to Aug 14, 2020 - Ms. Golliday, Mrs. Adkins and ILT

Provide teachers with digital universal assessments that will yield instant data and results.

Aug 01, 2020 to Jun 25, 2021 - Ms. Golliday, Mrs. Adkins and ILT

Universal grading weights per grade band.

Aug 01, 2020 to Jun 30, 2021 - Gradeband Teams

Provide teachers with professional development on creating assessments, implementing assessments and analyzing data to drive instruction.

Aug 01, 2020 to Jun 30, 2021 - Ms. Golliday and Mrs. Adkins

Implement proactive weekly grading practices.

Aug 01, 2020 to Jun 30, 2021 - Teachers

Adopt a no zero policy school wide.

Aug 01, 2020 to Jun 30, 2021 - Teachers

Provide opportunities for retake and late work submission for all students in all content areas.

Aug 01, 2020 to Jun 25, 2021 - Teachers

Strategy 4

Create a student government body that will develop leaders and promote student voice

Jun 01, 2020 to Jun 30, 2021 - Mrs. Kuykendall, Ms. Woodard, SCS and ILT

Schedule monthly town hall meetings to address student concerns

Aug 01, 2020 to Jun 11, 2021 - Mrs. Kuykendall, Ms. Woodard, SCS and ILT

Organize and facilitate school activities based on student interests

Sep 08, 2020 to Jun 18, 2021 - Mrs. Kuykendall, Ms. Woodard, SCS and ILT

Collect data and make decisions based on student voice and interest

Sep 08, 2020 to Jun 30, 2021 - Teachers, Mrs. Kuykendall, Ms. Woodard, SCS and ILT

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 is completed annually as part of the development of our CIWP where we engage various stakeholders. The CIWP Team reviews student achievement data from the NWEA in Reading and Math, Quarterly Grades, Curriculum Needs Annually and school-wide attendance, behavior infraction and student extra-curricular engagement data.

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

The first strategy that we will employ is purchasing and utilizing a formative assessment platform so that we can conduct classroom level end of unit assessments as well as quarterly school-wide standards based interim assessments. We will insure all staff members 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 Tier 1 Instruction. Teachers will receive on-going Professional Development to ensure that are planning for and providing quality differentiated small group instruction as they provide Tier 2 instruction. We will also maintain our Academic Interventionist who will provide intervention for students who have been identified to receive

Tier 3 Supports. We will allocate funds from the Sustainable Community Schools Grant and will provide before, after and Saturday School to reinforce learning and provide additional academic supports.

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.

The reform strategies and methods we will use are providing quality Tier 1 Instruction, differentiated Tier 2 Instruction and personalized Tier 3 Instruction. We will utilize the curriculum and the additional tiered resources. We will continue to purchase curriculum that has been vetted and is highly aligned to the CCSS and NGSS Standards. We will continue to develop schedules that maximize quality instructional time and we will increase instructional learning time by providing before, after and Saturday school. We have identified our priority student groups and our ILT will continue to monitor these students progress and review student data to ensure their academic needs are being met.

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 conduct annual student, parent and community surveys to assess the needs our students and school community. Therefore, through our scheduling and programming we are able to meet the instructional minutes and provide additional learning time 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, student leadership, counseling, yoga, culinary arts, entrepreneurial classes, Hip Hop 101, dance, art, photography, 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. When we contact candidates to schedule interviews, we stress the importance of seeking qualified candidates, we inform them of our process to check their credentials, we ask them to bring the names of qualified references and we inform them that there will be a panel of staff who will interview each candidate. Prior to meeting with the panel, candidates are provided a written prompt that they must respond to in writing. This document is then copied and reviewed by the team while the candidate reviews school data. During the interview, the team utilizes a set of questions to ask candidates where all team members contribute. In addition, we ask candidates what they know about the school and the demographics as well as what they can do to contribute to meeting our annual goals.

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 develop an annual PD calendar which includes weekly PD Topics for Grade Level Meetings, Monthly after-school Teacher PD, Network PD and CPS PD.

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

We will continue to work to increase parent involvement by surveying them to identify their needs. In addition, we have been identified to pilot a program that will equip parents with goal setting skills and enacting action steps to achieve their goals. In addition, we will provide monthly workshops for parents on various topics: Supporting the Academic Needs of your Child, Literacy Night, Math Night, NWEA and other Assessments, Curriculum Night, Resume Writing, Interviewing, Budgeting, Bullying Prevention, Paint and Sip and more. Furthermore, through our SCS Grant, we will provide a Parent Mentor Program which trains parents on supporting teachers in the classroom and provides a bi-annual stipend. Lastly, we will provide parent programs and classes that meet their interest: sewing, culinary, technology, health and fitness, comedy, line-dancing and more.

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 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.

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 for all and individualized PD as well.

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.

The school will assess all students at the beginning of the year utilizing the BOY NWEA Assessment. Once we analyze these results, Teachers will align their Tier 1 instruction to the Network pacing guides and provide high quality instruction at grade level. In addition, students will be identified for small group instruction to provide Tier 2 Supports at each child's instructional level. In addition, the ILT will review student level data monthly to identify students who have not successfully mastered skills and teachers who need support in providing high quality instruction as well as supports for small group instruction. The ILT will analyze student level data and identify students who need Tier 3 Supports. The interventionist will create a schedule to meet with cohorts of students to provide intervention for identified skills that need remediation. Students will also be identified for after-school programs to provide additional reinforcements or to provide enrichment. Students will be progress monitored and the date will be analyzed to provide re-teaching or to identify if students have mastered the skills.

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.

We will continue to coordinate the integration of all programs so that we can provide a comprehensive and holistic approach to learning. We want to ensure that all students are engaged, healthy and safe so that they can focus on learning. We have a School Based Health Center that services our students, staff, parents, family and community. We work collaboratively with the Health Center to ensure students receive physicals, immunizations and medical attention as needed. In addition, we work with various community entities and community partners to provide family supports and services. We host nutrition and health programs for students and parents as well as offer job training and adult programming. We also align families with resources for social emotional, grief, violence prevention and health assistance.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The Drake and Tittle 1 Meeting and the Title 1 Organizational meeting will be held in September 2020. At the beginning of the year and mid-year, the school will invite parents to meet in order to review the plan and revise as needed.

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 school will conduct its Title I Annual Meeting, PAC Meeting and Organizational Meeting in September 2020. (This date will be based upon guidance received as a result of COVID-19 School Closures.) Parents will be invited and encouraged to attend monthly PAC and LSC Meeting to be informed and to voice their concerns as well.

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.

In addition to responding to parent requests in a timely manner, parents will be informed of the regularly scheduled monthly PAC and LSC Meetings starting in September. However, the school will continue to utilize school-wide communication tools: newsletters, school calendar, robo-calls, emails, text messages, personal calls, website updates, social media updates and flyers to notify parents of meetings as want to include their voice in the decision making process.

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 receive an NWEA / On-Track Data Tracker, 1 Week after each NWEA Assessment (BOY, MOY, EOY). In addition, parents will receive Progress Reports every 5 Weeks and Report Cards every 10 Weeks to track student progress. We will host Report Card Conferences 3 times a year to meet with families to assess student progress and provide resources. Also, Parents will have access to ASPEN Gradebook informing them of 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 letter, phone call and parent meeting to inform them of the status and our next steps within a week.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

We will conduct the Title I Annual Meeting and PAC Meeting during the first month of school. (This date will be based upon guidance received as a result of COVID-19 School Closures.) Parents will be encouraged to attend their child's Mandatory Grade Meeting which will inform parents of the curriculum and grading expectations. Parent Workshops will also be provided to educate and empower parents on strategies to assist their children with homework and skill development at home.

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 provide Parent Workshops on various topics, including but not limited to: Homework Assistance, Technology, Positive Parenting, Bullying Prevention, Career Development, Health and Fitness, SEL Services in the school and community as well as Mentoring Services. In addition, we will survey parents on the frequency, duration and topics of interest that will provide optimum academic benefit for their child(ren).

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.

The Administration and ILT will provide Staff PD on the value of Partnering with Parents, which will include strategies for engaging parents in the educational process. We will encourage teachers to recruit parent mentors/volunteers. Also, we will cultivate a welcoming and purposeful environment for parents through the establishment and utilization of our Parent Room/Parent Engagement Center.

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

The school will collaborate with the Office of Early Childhood Education (OECE) to encourage and support parents of Pre-School aged children with workshops and other programs offered at the District, Network and School Level. Also, we will collaborate with community partners to provide programs that assist with the transition from Pre-K to Kindergarten.

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 provide effective communication via school school-wide communication tools: newsletters, school calendar, robo-calls, emails, text messages, personal calls, website updates, social media updates, websites updates, flyers and parent meetings.

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.)

We will provide high-quality and CCSS based curriculum and instruction by training our teachers and providing high-quality professional development. We will also implement a balanced curriculum and grading system that will empower teachers and students. Resources will be allocated to fund the curriculum and training for teachers and staff.

The Drake School Mission: Our mission is to provide a rigorous instructional program that develops critical thinkers who will become lifelong learners with the ability to assume leadership roles. Our school will facilitate learning through an integrated curriculum that incorporates best instructional practices, learning strategies and technology. We will build teachers' instructional capacity through focused and continuous professional development. With parental involvement and the support of our community partnerships, we will provide a quality education for students in a safe, supportive and challenging environment.

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 conduct 2 mandated conferences per the CPS Calendar and 1 school level parent conference. (These dates will be based upon guidance received as a result of COVID-19 School Closures.) In addition, we will host grade level specific conferences for parents. Teachers will also meet with parents before and/or after school and during regularly scheduled preps documenting meetings with parents.

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 receive an NWEA / On-Track Data Trackers 1 Week after each NWEA Assessment (BOY, MOY, EOY). In addition, Parents will receive Progress Reports every 5 Weeks and Report Cards every 10 Weeks to track student progress. Also, Parents will have access to ASPEN Gradebook informing them of 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 teachers and staff before and/or after school and during preps. Parents must complete a request to schedule meeting form to request to meet with Teachers, Staff and Admin. Many teachers have provided their personal phone numbers and have availed themselves for conferences. Parents can contact teachers via e-mail, phone, Class Dojo, letter, event and/or meeting/conference.

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 have completed the Volunteer Packet and cleared the background check/TB Testing, Parents will have the opportunity to volunteer in classrooms, during lunch/recess and during field trips under the teacher's supervision. If cleared, upon request and at a pre-approved time, parents can observe classrooms. Also, parents will have the opportunity to apply for our Parent Mentor Program to work in

classrooms with teachers and they will receive a stipend once they have been cleared by the CPS Volunteer Application Process.

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

Parents will be informed of curricular and extracurricular offerings through school correspondence, Parents will be notified of chronic absences and attendance concerns, academic and behavior concerns on a weekly basis.

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 are valued at Drake where we are One School...One Family...One Community Committed to Learning. Parents will be provided various opportunities to consult with the school via surveys, discussions, special meetings, phone calls and emails. Parents will be invited and encouraged to attend LSC and PAC Meeting as well.

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

Students will be active participants in their learning process. Students will advocate for themselves and come to school prepared to learn daily. Students will be engaged in developing, monitoring and meeting their learning, academic behavioral and attendance goals. Students will be provided with leadership opportunities to promote student voice, they will develop communication and leadership skills and students will be exposed to a variety of learning experiences that will advance their educational access.

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 will provide high-quality monthly parent meetings, activities and trainings that will assist parents with the skills and resources to support their children's academic success. We will survey parents to identify the types of activities and workshops they feel are most beneficial. With positive parental involvement and the support of our community partnerships, we will provide quality education and programming for students and parents in a safe, welcoming and supportive environment.

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.	\$2044.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00