Leslie Lewis Elementary School 2020-2022 plan summary

Team

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Genesis Valerio	Student Government President		No Access
Genesis Valerio	Student Government President		No Access
Tracy Otwell	Art Teacher	taotwell@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/29/2020	Gonney, LaVine, Whittlesey, Tully, Stump, Monette, Torres, Rubin, Dignin, Malagic, Hill, Vivion, Graves	SEF Analysis and Priority Planning

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
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 4 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: As a school we have a shared leadership approach through the use of our Instructional Leadership Team, Personalized Learning Blueprint Design Team and Committee Leads.
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - o 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)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: The overall culture of the school allows for collaboration. Data is used to determine next steps and feedback is constantly being requested around next steps. Over the past 2 years we have scored very strong in the Effective Leaders category on the 5 Essentials Survey.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**: We have a curriculum that is based on standards and it meets a wide range of student needs however, the cultural diversity is not always present in

each grade level and the connection to the real world often changes from teacher to teacher.

- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: The majority of the work we are doing as a whole focus on developing Habits of Discussion and pushing students to explain thinking. Classroom walk through data and 5 essential data from 2019 show that staff and students take an active role in developing student practice that allows for flexible teaching and in the moment decision making. Personalized Learning classrooms use choice menus, levels of autonomy and teacher conferencing to meeting the needs of individual students. This practice is not being used across the building yet.
- 2 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: As a team we use a variety of focus areas to analyze Exit Tickets, NWEA data and Small Group lessons. Grading policies have been established but what is being graded can shift from grade to grade making some of the On-Track data difficult to assess and develop a school-wide plan for.
- 2 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
- 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 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)

- o 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)
  - o 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)
  - o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 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)
  - o **Evidence**: In our current MTSS system our focus is heavily on the Behavioral MTSS aspect instead of the instructional interventions. We use small group instruction to meet the needs of students but we see a need to create greater school-wide systems to assess students in need.
- 2 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 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
  - o **Evidence**: Most of our programing for High School and College supports are in place for middle school students only. We use the 6 to 16 program to prep students for high school through high school tours, college visits and the analysis of grades to support with the high school selection process. The connection to how our lesson build into the greater world and real life experiences is still a work in progress..

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

- o **Evidence**: These aspects are evidence in our SEL supports provided to students and in our 2019 5 Essentials survey, student belief that the adults respected them scored in the very strong category.
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: This was our previous focus in our CIWP from 2018-2020 and during this time we developed a common language for supporting students using Habits of Discussion, developed a Student Government, created Peace Ambassadors to support with peer counseling of students in need, started an Anti-Bullying Club and Kindness Committee. We still need to push our students in getting connected to the greater community and use their voice in relation to greater themes in the curriculum.
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: We currently have an MTSS Behavior Team that provides intervention support when needed. Our team has undergone training in SEL standards, Restorative Conversations and Restorative Discipline. We have shifted the school culture and students now ask for Peace Circles, daily Talking Circles and they use Calm Down Corners daily.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Our school-wide focus allows teachers across grade levels to participate in daily SEL lessons monthly around key focus areas such as Bullying, Empathy and Goal Setting. Twice a week each grade level band has assemblies to provide students with additional SEL supports.
- 2 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- o 2 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).
- o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 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)
- o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 4 Partner equitably with parents speaking languages other than English
- o 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)
- o **Evidence**: Several committees are in place LSC, PAC and BAC to support parents to have their voice heard but we see many of the same parents at each event or committee meeting. We struggle with getting new parents or parents who have students in need of additional support into the building to participate in committees.

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: Curriculum	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
2	Quality and Character of School Life: Family & Community Engagement	**0**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Relational Trust	**0**

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**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 Attainment Percentile - Reading (Grades 3-8) I chose this metric because, we are in the process of providing students with a personalized approach to education and we are using the attainment data to track progress.	Overall		50.00	55.00
	Students with IEPs			
SQRP: National School Attainment Percentile - Math (Grades 3-8) I chose this metric because, we are in the process of providing students with a personalized approach to education and we are using the attainment data to track progress.	Overall		35.00	40.00
	Students with IEPs			
	Overall		60.00	65.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) I chose this metric because our growth goals have always been a priority towards closing the achievement gap and we will continue to make it a priority to help address attainment.	Students with IEPs		35.00	45.00
Vision: Attendance Rate I chose this metric because it reflects on attendance On-Track and daily attendance data.	Overall		96.00	96.50
	Students with IEPs		96.00	96.50
SQRP: National School Attainment Percentile - Reading (Grade 2) (Blank)	Overall		25.00	40.00
	Students with IEPs			

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Well Organized- All areas are in the strong category with the exception of School Safety.			3.50	3.65	3.80

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...	create school-wide rubrics across grade bands to assess mastery and progress monitoring towards mastery
Then we see...	consistency in school-wide grading policies and a more accurate picture of what students know
which leads to...	more informed instruction based on data to aid in student mastery of standards
Budget Description	
Tags	Balanced Assessment and Grading
Action steps	• (Not started) Develop a standard/major works based rubric Uniform grading policy for content (IEP benchmarks) - Growth and Attainment Tags:Assessment: Balanced Assessment and Grading • (Not started) ILT planning for rubric creation:Create sample/template rubrics focus on standards and break them down into skills (will the rubric be a spreadsheet or individual rubric) Focus on major works Design PD to roll out rubric creation for standards in quarter 2 Assign letter grades related to levels of mastery (in rubric) Determine a list of major works for every grade Is mastery growth or meeting grade standards Tags:Assessment: Balanced Assessment and Grading • (Not started) Creating Rubric (standards for Quarter 2) with ILT mentors (Primary starts with math) Norming across grade levels Assigning letter grades within rubrics Cluster meetings to create rubrics and peer review to make any changes. Include DL and EL in planning in order to include language that applies to benchmarks Tags: • (Not started) Teacher implements rubric into data collection Utilize rubrics based on Grade Level (other grade bands? utilized once fully created) Use rubrics for assessment data because it is weighted more Creating rubrics for Quarter 3 standards (with peer review) Tags: • (Not started) Introducing rubric to students Conferencing with rubrics Creating rubrics for Quarter 4 standards Tags: • (Not started) Using rubrics for conferencing with students (every student at least once by the end of the year) Creating rubrics for Quarter 1 standards Teachers

	add rubrics to student portfolios for next year?s teacher (either as rubrics, or condensed one-pager)
	Tags:Personalized Learning: Learner Focused
	• (Not started) Solidifying grading policy (attainment and growth grades) based on rubrics by subject
	Tags:
	• (Not started) Introducing rubrics to families (including in back to school messaging and curriculum introductions) Use Quarter 1 rubrics in assessing students and conferencing with students Collaborate with DL and teacher to identify appropriate grade level rubrics for IEP goals, and use in IEP goal assessment (with DL teachers)
	Tags:Personalized Learning: Tailored Learning/Differentiation
	• (Not started) Students receive rubrics to self-assess work Conferencing with teachers to compare/self-reflect on their grades Check-in on DL and EL teacher collaboration around use of rubrics for grading
	Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
	• (Not started) Students continue to receive rubrics to self-assess work (in conferencing). PD around planning for use of rubrics in parent conversations (potentially student led) Check-in on DL and EL teacher collaboration around use of rubrics for grading/utilizing them in parent-conferencing
	Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
	• (Not started) Students are using rubrics to self-assess work in conferencing. Teachers are communicating rubric scores with parents and collaborating teachers.
	Tags:Personalized Learning: Learner Focused

Strategy 2

If we do...	Project Based Learning based on student interest, curriculum, world/community issues d on student interest, curriculum, world/community issues
Then we see...	increased student autonomy, engagement and identify exploration
which leads to...	student preparedness for community engagement and college/career readiness

Budget Description	
Tags	Student Voice, Engagement, and Civic Life
Action steps	(Not started) Identify PBL pilot team (individuals who are willing to try out PBL strategies and give ideas/insight for school-wide rollout) Tags:Student Voice, Engagement, and Civic Life, Personalized Learning: Learner Focused, SSCE: Informed Action: Project-based learning or Service Learning (Not started) ILT meet to create a schedule to build in time for PBL. (School wide schedule) Tags:Student Voice, Engagement, and Civic Life, SSCE: Informed Action: Project-based learning or Service Learning (Not started) Gather data on student interest (e.g. From survey, from learner profile) Start to dissect the data and organize it. Tags:Student Voice, Engagement, and Civic Life, Personalized Learning: Learner Focused (Not started) Start to dissect the data and organize it.Based on survey results, ILT will create or explore PBL options school wide, in content teams, or grade bands and create a PD scope and sequence. Tags:Student Voice, Engagement, and Civic Life, Personalized Learning: Learner Focused, SSCE: Informed Action: Project-based learning or Service Learning (Not started) Professional development around what project based learning looks like at Lewis Tags:Student Voice, Engagement, and Civic Life, SSCE: Informed Action: Project-based learning or Service Learning (Not started) Cross curricular planning Tags:Student Voice, Engagement, and Civic Life, SSCE: Informed Action: Project-based learning or Service Learning (Not started) Teachers try out a PBL experience Tags:Student Voice, Engagement, and Civic Life, SSCE: Informed Action: Project-based learning or Service Learning (Not started) There is a culminating event for students to share and experience their PBL to the intended audience.

	Tags:Student Voice, Engagement, and Civic Life, SSCE: Informed Action: Project-based learning or Service Learning
	• (Not started) Teachers provide feedback on the strengths/weaknesses of PBL to aid for planning over the summer. Tags:Student Voice, Engagement, and Civic Life, SSCE: Informed Action: Project-based learning or Service Learning • (Not started) Unpacking feedback and action planning for the next year Scheduling Student feedback Teacher feedback (Planning) Tags:Student Voice, Engagement, and Civic Life, Personalized Learning: Learner Focused, SSCE: Informed Action: Project-based learning or Service Learning • (Not started) Student interest survey to identify areas of interest for PBL. Tags:Student Voice, Engagement, and Civic Life, Personalized Learning: Learner Focused, SSCE: Informed Action: Project-based learning or Service Learning • (Not started) Students can choose the multiple modalities they want to explore their chosen topic (power-point, play, written paper) Tags:Student Voice, Engagement, and Civic Life, Personalized Learning: Authentic Learning, SSCE: Informed Action: Project-based learning or Service Learning

Strategy 3

If we do...	weekly Student Conferences to discuss progress towards mastery using rubrics for Student Learner Profiles
Then we see...	students receiving consistent feedback on work and making informed data based decisions about their learning
which leads to...	student ownership of learning, advocating for their learning needs, increased student engagement and differentiated instruction
Budget Description	
Tags	Instruction
Action steps	• (Not started) Uniformed learner profiles are created amongst grade bands. Weekly Student Conferences in all grade bands PD surrounding teacher given feedback and its different components SEL Standard Based Student Interest Conference Walk - observe other grade band conferences PD surrounding student data to differentiate instruction

Tags:OSEL: SEL Instruction, Personalized Learning: Learner Focused

- (Not started) Meet among grade bands to create unified learner profiles

  Tags:Personalized Learning: Learner Focused

- (Not started) Students create learner profiles Teachers conduct interest meeting with students

  Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Teacher take part in PD surrounding giving feedback Teachers begin conferencing

  Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) ILT creates a checklist to use for conferencing observations Teachers begin to observe classroom conferencing to gain ideas and provide feedback (using a conferences checklist)

  Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Teachers reflect in PD about conferencing

  Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Teachers look at incoming learner profiles, utilized information for their planning

  Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Analysis of student learner profile from previous year Teachers observe classroom conferences

  Tags:Personalized Learning: Learner Agency, Personalized Learning: Learner Focused

- (Not started) PD surrounding student led conferencing and how to develop students? advocacy skills

  Tags:Personalized Learning: Learner Agency, Personalized Learning: Learner Focused

	• (Not started) PD surrounding differentiating instruction based on student profiles with a focus on attainment data Tags:Personalized Learning: Tailored Learning/Differentiation • (Not started) Half of conferences are student led Tags:Personalized Learning: Learner Agency, Personalized Learning: Learner Focused

Action Plan

Strategy 1

Develop a standard/major works based rubric Uniform grading policy for content (IEP benchmarks) - Growth and Attainment

Jul 01, 2020 to Jun 30, 2022 - ILT, Admin, Teachers, Students

ILT planning for rubric creation:Create sample/template rubrics focus on standards and break them down into skills (will the rubric be a spreadsheet or individual rubric) Focus on major works Design PD to roll out rubric creation for standards in quarter 2 Assign letter grades related to levels of mastery (in rubric) Determine a list of major works for every grade Is mastery growth or meeting grade standards

Jul 01, 2020 to Aug 31, 2020 - ILT

Creating Rubric (standards for Quarter 2) with ILT mentors (Primary starts with math) Norming across grade levels Assigning letter grades within rubrics Cluster meetings to create rubrics and peer review to make any changes. Include DL and EL in planning in order to include language that applies to benchmarks

Sep 01, 2020 to Nov 06, 2020 - ILT, Teachers

Teacher implements rubric into data collection Utilize rubrics based on Grade Level (other grade bands? utilized once fully created) Use rubrics for assessment data because it is weighted more Creating rubrics for Quarter 3 standards (with peer review)

Nov 09, 2020 to Jan 15, 2021 - ILT, Teachers

Introducing rubric to students Conferencing with rubrics Creating rubrics for Quarter 4 standards

Jan 15, 2021 to Mar 26, 2021 - ILT, Teachers

Using rubrics for conferencing with students (every student at least once by the end of the year) Creating rubrics for Quarter 1 standards Teachers add rubrics to student portfolios for next year?s teacher (either as rubrics, or condensed one-pager)

Mar 29, 2021 to Jun 30, 2021 - ILT, Teachers

Solidifying grading policy (attainment and growth grades) based on rubrics by subject

Jul 01, 2021 to Aug 27, 2021 - ILT,Teachers

Introducing rubrics to families (including in back to school messaging and curriculum introductions) Use Quarter 1 rubrics in assessing students and conferencing with students Collaborate with DL and teacher to identify appropriate grade level rubrics for IEP goals, and use in IEP goal assessment (with DL teachers)

Aug 30, 2021 to Nov 05, 2021 - ILT, Teachers, Parents and Families, Students, DL teachers, EL teachers

Students receive rubrics to self-assess work Conferencing with teachers to compare/self-reflect on their grades Check-in on DL and EL teacher collaboration around use of rubrics for grading

Nov 08, 2021 to Jan 14, 2022 - Teachers, Students, DL teachers, EL teachers

Students continue to receive rubrics to self-assess work (in conferencing). PD around planning for use of rubrics in parent conversations (potentially student led) Check-in on DL and EL teacher collaboration around use of rubrics for grading/utilizing them in parent-conferencing

Jan 17, 2022 to Mar 25, 2022 - DL teachers, EL teachers, Teachers, Students, Parents and Families

Students are using rubrics to self-assess work in conferencing. Teachers are communicating rubric scores with parents and collaborating teachers.

Mar 28, 2022 to Jun 30, 2022 - Teachers, Students, Parents and Families

Strategy 2

Identify PBL pilot team (individuals who are willing to try out PBL strategies and give ideas/insight for school-wide rollout)

Jul 01, 2020 to Aug 28, 2020 - Admin, ILT

ILT meet to create a schedule to build in time for PBL. (School wide schedule)

Jul 01, 2020 to Aug 28, 2020 - Admin, ILT

Gather data on student interest (e.g. From survey, from learner profile) Start to dissect the data and organize it.

Sep 01, 2020 to Nov 06, 2020 - ILT, teachers

Start to dissect the data and organize it.Based on survey results, ILT will create or explore PBL options school wide, in content teams, or grade bands and create a PD scope and sequence.

Nov 09, 2020 to Jan 15, 2021 - ILT

Professional development around what project based learning looks like at Lewis

Jan 18, 2021 to Mar 26, 2021 - ILT

Cross curricular planning

Jan 18, 2021 to Mar 26, 2021 - ILT, teacher

Teachers try out a PBL experience

Mar 29, 2021 to Jun 04, 2021 - ILT, Teachers

There is a culminating event for students to share and experience their PBL to the intended audience.

Mar 29, 2021 to Jun 04, 2021 - ILT, Teachers

Teachers provide feedback on the strengths/weaknesses of PBL to aid for planning over the summer.

Mar 29, 2021 to Jun 04, 2021 - ILT, Teachers

Unpacking feedback and action planning for the next year Scheduling Student feedback Teacher feedback (Planning)

Jul 01, 2021 to Aug 27, 2021 - ILT

Student interest survey to identify areas of interest for PBL.

Sep 06, 2021 to Nov 05, 2021 - ILT, Teacher

Students can choose the multiple modalities they want to explore their chosen topic (power-point, play, written paper)

Sep 06, 2021 to Nov 05, 2021 - Teachers, students

Strategy 3

Uniformed learner profiles are created amongst grade bands. Weekly Student Conferences in all grade bands PD surrounding teacher given feedback and its different components SEL Standard Based Student Interest Conference Walk - observe other grade band conferences PD surrounding student data to differentiate instruction

Jul 01, 2020 to Jun 30, 2022 - ILT, Admin, Teachers, Students, Parents and Families

Meet among grade bands to create unified learner profiles

Jul 01, 2020 to Aug 31, 2020 - ILT

Students create learner profiles Teachers conduct interest meeting with students

Sep 01, 2020 to Nov 06, 2020 - ILT, Teachers

Teacher take part in PD surrounding giving feedback Teachers begin conferencing

Nov 09, 2020 to Jan 15, 2021 - ILT, Teachers

ILT creates a checklist to use for conferencing observations Teachers begin to observe classroom conferencing to gain ideas and provide feedback (using a conferences checklist)

Jan 15, 2021 to Mar 26, 2021 - ILT, Teachers

Teachers reflect in PD about conferencing

Mar 29, 2021 to Jun 30, 2021 - ILT, Teachers

Teachers look at incoming learner profiles, utilized information for their planning

Jul 01, 2021 to Aug 27, 2021 - ILT, Teachers

Analysis of student learner profile from previous year Teachers observe classroom conferences

Aug 30, 2021 to Nov 05, 2021 - ILT, Teachers

PD surrounding student led conferencing and how to develop students? advocacy skills

Nov 08, 2021 to Jan 14, 2022 - ILT

PD surrounding differentiating instruction based on student profiles with a focus on attainment data

Jan 17, 2022 to Mar 25, 2022 - ILT

Half of conferences are student led

Mar 28, 2022 to Jun 30, 2022 - ILT, 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.

[ ]

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.

Our school needs support around diverse learners, and learners who are significantly below grade level, as in an Intervention specialist.

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

As we continue to explore Personalized Learning, we are implementing Project Based Learning and standards based rubrics to help students develop more agency over their learning. We know that student interest and choice is one way to create more engagement and give students multiple opportunities and/or

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

We have become a Personalized Learning school, to address the needs of all learners. Having such a range of students, PL allows us to give targeted support around mastery of standards, while still allowing for student choice in either modality or completing the tasks at their own pace.

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).

PL is a very innovative teaching method that really builds on student interest, choice, and just developing students to advocate for themselves and their own learning. We are trying to create a space where students are able to show their mastery of common standards in personalized ways that allow them to have the best chance for success/ growth toward mastery.

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

As an AUSL school we have access to residents who have trained in urban schools, and are accustomed to the Danielson framework as well as professional development all year. The tools they gain from the residency are invaluable in preparing them for their first year teaching an beyond. We also partner with other organizations such as Teach for America to make sure we expand our hiring pool to include people outside of just our own network. Our hiring team consists of our administration team, as well as teacher leaders with specific content expertise.

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 use the results from our 5 Essentials Survey, NWEA scores, parent walkthrough feedback, administration observations and peer classroom observations to determine our adult learning scope and sequence. We truly believe in differentiating and personalizing learning for adults as well as children, and have worked very diligently to make sure that the professional development calendar is supportive of all teachers. Our cluster schedule includes bi-weekly one on one meetings and bi-weekly whole group, content meetings. This allows us to provide collaboration and vertical planning time, as well as meet and support our teachers where they are in their own development. Every teacher in our building has a coach that observes and meets with them regularly to provide feedback and support them in their growth. All SECAs and paraprofessionals also have a mentor and someone that provides them with professional development, collaboration time and regular feedback. We have a saying in our network that our practice is public, not perfect, and we really live by that. We make a conscious effort to create an adult learning scope and sequence that allows for teachers to observe each other, and give positively framed feedback.

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

We have applied for a grant to help to engage families at Lewis more. We want to make Lewis a true hub of our community; a place where parents and students will come when they need academic, emotional or medical support.

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.

At the end of every year each primary class takes a trip to the next grade above them in an attempt to begin to build some context for students around what their next year will look like. In addition, our Kindergarten teachers go and visit the Pre-K teachers' rooms regularly to build relationships with the students that they will have next year. Also, the Academic Director is coach of all Pre-K and Kindergarten teachers, so is familiar with the standards and expectations of both. She works closely with the Pre-K teachers, as well as the OECE representative assigned to Lewis, to make sure that pre-k students are making progress toward mastery of pre-K expectations, so that the majority of them are prepared for the rigor of 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.

To include our teachers in the decision-making process around the use of academic assessments, instructional leaders will survey teachers to gain insight as to their preference for assessments that are not optional, per our network (AUSL) and the district. Instructional leaders will continue to gather teacher input around the value in continuing assessments that are optional but could potentially improve individual students and the overall instructional program. Lewis will continue to trust the professional expertise and experience of teachers and include them in the decision-making process around our instructional program.

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.

In addition to our continued work with our MTSS behavioral team, we are committed to expanding our supports for our students by streamlining our academic student interventions and creating an academic MTSS team. The MTSS academic team will consist of our administration team, leadership team, ILT, and will work in tandem with teachers to identify students who are in need of Tier 3 academic support. Once students have been identified as needing Tier 3 academic support, the MTSS academic team will form a smaller committee of staff who work to provide interventions for the student that will improve the overall achievement of the individual student.

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.

Lewis will best coordinate and integrate federal, state, and local services and programs through continued partnership with community organizations that will further see to the development and advancement of these programs each school year. Lewis' administration team will continue to monitor and evaluate the effectiveness and performance of these programs on a quarterly basis.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

We plan to work with the PAC organization to bring parents together for a meeting focused on family engagement. Parents will be asked to attend monthly meetings and participate in on-going parent workshops. 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.

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 parents will be asked to attend the meetings throughout the year using flyers, Remind Me App and posting agenda's for the meeting. The first organizational meeting will take place Thursday, September 20th at 9am. 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. We will work with the chair of the PAC and the parents to share ideas monthly in our LSC, PAC and BAC leaders meeting. Parents will share information at the meetings with their chairperson and they will then share it with me in our monthly meetings. We will work with the staff and CPS to make changes as necessary based on feedback.

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.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

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.

This information will be given at our Back to School Open House in September. Each parent will have a folder.

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

The parents will be informed by letter sent from the school on school letterhead to explain the actions of the teacher and next steps from the staff.

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 hold monthly Parent University meetings to discuss how progress monitoring takes place, how to work with educators and how to best support their children moving forward.

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 hold monthly Parent University meetings to discuss how progress monitoring takes place, how to work with educators and how to best support their children moving forward.

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.

Staff will continue to host Parent Events, School Events and programming centered on parent involvement and identifying ways of getting parents involved in the school day.

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.

Complete Policy Implementation Activities School-Parent Compact We have moved to a full day Pre-K program to support students with transitioning to Kindergarten. We will continue to provide Pre-K parents with the programming they need to prepare their children for kindergarten through workshop and school academic events.

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 all parents with copies of documents in English and Spanish.

Policy Implementation Activities

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

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

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. Lewis School of Excellence empowers students to create positive change in their lives, their communities, and the world by providing rigorous instruction in a nurturing environment. Our school community takes pride in developing leaders to thrive in a global society. Lewis School of Excellence is committed to providing high-quality instruction and a student-focused environment to ensure that our students achieve academic excellence. Our school community values the unique attributes of each learner. We guide our students in the exploration of their intellectual, artistic, technological, physical, social, and character development. As a result of our rigorous curriculum and nurturing, collaborative community, our students meet the challenges of college, career, and beyond with confidence and compassion.

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.

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 take place on Wednesday, November 18, 2020 and Wednesday, April 21, 2021. The conferences will take place from 12:00pm-6pm. Parents will be given a Passport in which they will circulate to their child's teachers, obtain fun prizes for 100% attendance or On-Track data and finally have an opportunity to submit their passport to enter to win a prize. The school will provide parents with frequent reports on their children's progress.

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

Students will receive On-Track updates every 2 weeks. Students receive this information during morning meeting or SEL time. Forms will be given to parents monthly with updates for attendance and on-track data in reading and math.

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

Parents have direct access to staff members via email or phone. They can come up to the school to sit in on classrooms or meet with the teacher at any time but they must make an appointment.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Describe how and when parents and family members may volunteer, participate, and observe classroom activities. Parents will be asked to volunteers for various after school programs or class trips. We will have our Volunteer Program begin in the fall and parents will be given an opportunity to become a class parent. This person is responsible for helping the students and staff with transitions, lunch/recess, classroom support or one on one help. Parents participating in this program must go through training and CPS volunteer training.

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

Parent Budget Complete Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program. Parents will be given an overview for each quarter and they will be asked to come in for meetings to discuss the nuances of upcoming units so they are prepared on how to support their children.

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 consult with the school through parent meetings, monthly principal meetings with families and one on one meetings with the teacher and administrators.

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 learn how to be productive members of the school and larger community through the Personalized Learning approach. Our teachers will offer students multiple way/ modalities in which to demonstrate mastery of their standards. They will also participate in and lead talking circles, restorative conversations and Peace Circles. Students will participate in daily SEL learning and create personal goals with their teachers for both academic and behavioral success.

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.

As a team, we want to increase the number of parents that we have in attendance at school-wide events and programs including, Parent Teacher Conferences, Career Fairs, Family Literacy Night, etc. We will have monthly Parent University Sessions to support parents with restorative consequences, homework help, Common Core State Standards Deep Dive and Quarterly Curriculum Walk Through. These programs and workshops will help to assist students in reaching their end of year goals once their parents have a better understanding of how they can help them at home.

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.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
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)	$2500.00
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.	$40.00
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 by used only by parents.	$0.00