

Walter Henri Dyett High School for the Arts 2020-2022 plan summary

Team

Name	Role	Email	Access
Cortez McCoy	Principal	camccoy@cps.edu	No Access
Doreatha Butler	Assistant Principal	dbutler3@cps.edu	Has access
Rashida Restaino	English Department Chair	rsrestaino@cps.edu	No Access
Gideon Mackay	Social Science Department Chair	GJMackay@cps.edu	No Access
Gillian John-Charles	Math Department Chair	GKJohn-charles@cps.edu	No Access
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Armando Duran	PE Department Chair	aaduran1@cps.edu	No Access
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Laura Florczak	Arts Department Chair	ljflorczak@cps.edu	No Access
Deani Jordan	Case Manager	dcjordan@cps.edu	No Access
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Chron Cross	PAC Chairperson	chroncross1@gmail.com	No Access

Team Meetings

Date	Participants	Topic
02/03/2020	All Department Chairs	Self Assessment
02/04/2020	Parents and Dean	Self Assessment
02/18/2020	ALL	Goal Setting

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
 - 4 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 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
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 2 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:** N/A
- 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
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 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:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
 - 4 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)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 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)
 - 3 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)
 - 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
 - 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 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
 - 4 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)

- 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:**
 - 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
 - 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
 - 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 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
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**
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School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	SQRP: SAT Annual Growth Percentile overall
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Root Cause 1	Rigorous task are not aligned to P/SAT skills , rigorous task are inconsistent, lack of rigorous task
Area of Critical Need 2	SQRP: PSAT 9 Annual Growth Percentile overall
Root Cause 2	Rigorous task are not aligned to P/SAT skills , rigorous task are inconsistent, lack of rigorous task
Area of Critical Need 3	Vision: Attendance Rate overall
Root Cause 3	This year is our first year of having all four grade levels, there has been a decrease in attendance each year and attendance is important to student achievement and building relationships

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: SAT Cohort Growth Percentile Based on SQRP data stating that students are scoring in the 8th percentile.	Overall		25.00	50.00
SQRP: PSAT 9 Annual Growth Percentile Based on SQRP data that students are scoring in the SAT/PSAT report	Overall		25.00	50.00
Vision: Attendance Rate Based on the SQRP data and a consistent decrease in attendance rates past two years.	Overall		90.00	95.00
(Blank)				
(Blank)				

Required metrics (Highschool) (0% complete)

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

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...	Research shows that classroom instruction is the most important lever to increasing student achievement. The foundation of effective instruction is having curriculum that are properly aligned to rigor and the content of the standards. As a result, ensuring that curriculums are properly aligned will increase Growth and Attainment rates. Consequently, with fidelity, teachers will implement a standards-based benchmark assessment system that is aligned to the CCSS.
Then we see...	A cohesive, rigorous instructional framework that aligns what is written, what is taught, and what is assessed.
which leads to...	An increase in students meeting P/SAT college readiness benchmarks in math and reading.
Budget Description	Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses Educational field trips for students
Tags	Curriculum, Instruction, Balanced Assessment and Grading, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> (Not started) Create an internal rounds instructional calendar to monitor CCSS/benchmark implementation. Tags: <ul style="list-style-type: none"> (Not started) Align curriculum to the CCSS and P/SAT assessments Tags:

- (Not started) Create benchmarks and assessments aligned to CCSS and P/SAT assessments

Tags:

- (Not started) Readjust scope and sequence of each course

Tags:

- (Not started) Create benchmark assessment rubric

Tags:

- (Not started) Administer quarterly interim assessments through Academic Approach

Tags:

- (Not started) Conduct interim assessment analysis (data protocol analysis), and reteach deficient skills

Tags:

- (Not started) Ensure that all grade books are aligned to benchmark assessment grading system.

Tags:

- (Not started) Provide PD for teachers to monitor and support effective implementation of curriculum aligned to P/SAT skills

Tags:

- (Not started) Launch P/SAT Dream Team, a team of teachers that will focus on student achievement as it relates to P/SAT growth and attainment.

Tags:

- (Not started) Begin linking students to Khan Academy and College Board.

Tags:

- (Not started) Provide PD on school instructional priorities: differentiation and student to student discourse.

Tags:

- (Not started) Teachers will attend a leadership/team building retreat

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop an incentives program to reward students who reach proficiency with benchmarks <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop a peer to peer feedback , learning walk and instructional round schedule to strengthen classroom instruction <p>Tags:</p>
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Strategy 2

If we do...	An initial analysis of PSAT scores suggests that less than 50% of students do not meet College Readiness Benchmarks. It suggests that students' reading comprehension skills, English Conventions, and Algebra must be strengthened. To address these gaps and ranges, teachers must employ targeted instructional strategies. Teachers must implement differentiated instruction. As a result, the administrative team in collaboration with the ILT will develop professional development cycles to ensure that teachers implement differentiated instructional practices and student to student discourse.
Then we see...	A targeted, school-wide emphasis on increasing students' reading comprehension skills, English Conventions, and Algebra skills. A professional development cycle that provides teachers with research, provides opportunities for safe practice and feedback, and results in improved instruction.
which leads to...	An improved culture for learning and teacher practice through differentiated instruction; An increase in students meeting P/SAT college readiness benchmarks in math and reading. 50% of students will meet benchmark in reading and 25% of students meeting benchmark in math.
Budget Description	Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses Educational field trips for students
Tags	Curriculum, Instruction, Balanced Assessment and Grading, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> (Not started) Administer PSAT/SAT test prep before and after school. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Implementing quarterly professional learning centered on student to student discourse and differentiating instruction <p>Tags:</p>

- (Not started) Align curriculum to the CCSS and P/SAT assessments

Tags:

- (Not started) Create benchmarks and assessments aligned to CCSS and P/SAT assessments

Tags:

- (Not started) Readjust scope and sequence of each course

Tags:

- (Not started) Create benchmark assessment rubric

Tags:

- (Not started) Administer quarterly interim assessments through Academic Approach

Tags:

- (Not started) Conduct interim assessment analysis (data protocol analysis), and reteach deficient skills

Tags:

- (Not started) Create an internal rounds instructional calendar to monitor CCSS/benchmark implementation.

Tags:

- (Not started) Ensure that all grade books are aligned to benchmark assessment grading system.

Tags:

- (Not started) Provide PD for teachers to monitor and support effective implementation of curriculum aligned to P/SAT skills

Tags:

- (Not started) Launch P/SAT Dream Team, a team of teachers that will focus on student achievement as it relates to P/SAT growth and attainment.

Tags:

- (Not started) Begin linking students to Khan Academy and College Board.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Provide PD on school instructional priorities: differentiation and student to student discourse. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Teachers will attend a leadership/team building retreat <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop an incentives program to reward students who reach proficiency with benchmarks <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop a peer to peer feedback , learning walk and instructional round schedule to strengthen classroom instruction <p>Tags:</p>
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Strategy 3

If we do...	Implement teacher and staff practices through ongoing professional development, monitor systems of support that plans for and responds to students academic and social emotional needs
Then we see...	students will improve academic and social emotional problem solving skills, teachers and staff providing conscious discipline practices that makes a difference in students lives, safe environment conducive for learning
which leads to...	An attendance rate of 95% or better, improvement in adult to student connections, improved course performance, a reduction of student misconducts, and growth on 5 essentials survey
Budget Description	Incentives Educational field trips for students
Tags	Relational Trust, Physical and Emotional Safety, OSCP: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSSE: Attendance & Truancy, Safety & Security
Action steps	<ul style="list-style-type: none"> (Not started) Assess the current Behavioral Health Team by completing a SWOT analysis of its state and capacity <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Refine school wide policies as it relates to student tardiness and truancy <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Assess school external partnerships for purpose and collaboration in order to strengthen school culture and climate <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Determine attendance incentives and develop a calendar for incentive events <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Implement data review cycles to monitor and track student attendance <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Monitor and support teachers capacity regarding Domain 3c Student Engagement <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide restorative justice professional development to enhance teacher to student relationships, student to student relationships, and monitor systems of support. <p>Tags:</p>
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Action Plan

Strategy 1

Align curriculum to the CCSS and P/SAT assessments

Jun 01, 2020 to Aug 28, 2020 - ILT

Create benchmarks and assessments aligned to CCSS and P/SAT assessments

Jun 01, 2020 to Aug 28, 2020 - ILT

Readjust scope and sequence of each course

Jun 01, 2020 to Aug 28, 2020 - ILT

Create benchmark assessment rubric

Jun 01, 2020 to Aug 28, 2020 - ILT

Administer quarterly interim assessments through Academic Approach

Oct 01, 2020 to Apr 09, 2021 - Counselor and Programmer

Conduct interim assessment analysis (data protocol analysis), and reteach deficient skills

Oct 01, 2020 to Apr 30, 2021 - ILT

Create an internal rounds instructional calendar to monitor CCSS/benchmark implementation.

Jun 01, 2020 to Jul 01, 2020 - Principal and Assistant Principal

Ensure that all grade books are aligned to benchmark assessment grading system.

Aug 01, 2020 to Aug 28, 2020 - Programmer

Provide PD for teachers to monitor and support effective implementation of curriculum aligned to P/SAT skills

Aug 01, 2020 to Aug 28, 2020 - Principal and Assistant Principal

Launch P/SAT Dream Team, a team of teachers that will focus on student achievement as it relates to P/SAT growth and attainment.

Aug 03, 2020 to Sep 01, 2020 - Principal

Begin linking students to Khan Academy and College Board.

Sep 01, 2020 to Oct 01, 2020 - Assistant Principal and Counselor

Provide PD on school instructional priorities: differentiation and student to student discourse.

Aug 24, 2020 to Jun 01, 2021 - Principal and Assistant Principal

Teachers will attend a leadership/team building retreat

Aug 03, 2020 to Aug 03, 2020 - Principal and Assistant Principal

Develop an incentives program to reward students who reach proficiency with benchmarks

Jul 03, 2020 to Sep 01, 2020 - Assistant Principal

Develop a peer to peer feedback , learning walk and instructional round schedule to strengthen classroom instruction

Sep 01, 2020 to Jun 01, 2021 - Principal and Assistant Principal

Strategy 2

Administer PSAT/SAT test prep before and after school.

Nov 02, 2020 to Apr 30, 2021 - Assistant Principal

Implementing quarterly professional learning centered on student to student discourse and differentiating instruction

Sep 01, 2020 to Jun 01, 2021 - ILT

Align curriculum to the CCSS and P/SAT assessments

Jun 01, 2020 to Aug 28, 2020 - ILT

Create benchmarks and assessments aligned to CCSS and P/SAT assessments

Jun 01, 2020 to Aug 28, 2020 - ILT

Readjust scope and sequence of each course

Jun 01, 2020 to Aug 28, 2020 - ILT

Create benchmark assessment rubric

Jun 01, 2020 to Aug 28, 2020 - ILT

Administer quarterly interim assessments through Academic Approach

Oct 01, 2020 to Apr 09, 2021 - Programmer and Counselor

Conduct interim assessment analysis (data protocol analysis), and reteach deficient skills

Oct 01, 2020 to Apr 30, 2021 - ILT

Create an internal rounds instructional calendar to monitor CCSS/benchmark implementation.

Jun 01, 2020 to Jul 01, 2020 - Principal and Assistant Principal

Ensure that all grade books are aligned to benchmark assessment grading system.

Aug 03, 2020 to Aug 28, 2020 - Programmer

Provide PD for teachers to monitor and support effective implementation of curriculum aligned to P/SAT skills

Aug 03, 2020 to Aug 28, 2020 - Principal and Assistant Principal

Launch P/SAT Dream Team, a team of teachers that will focus on student achievement as it relates to P/SAT growth and attainment.

Aug 03, 2020 to Sep 01, 2020 - Principal

Begin linking students to Khan Academy and College Board.

Sep 01, 2020 to Oct 01, 2020 - Assistant Principal and Counselor

Provide PD on school instructional priorities: differentiation and student to student discourse.

Aug 24, 2020 to Jun 01, 2021 - Principal and Assistant Principal

Teachers will attend a leadership/team building retreat

Aug 03, 2020 to Aug 03, 2020 - Principal and Assistant Principal

Develop an incentives program to reward students who reach proficiency with benchmarks

Jul 03, 2020 to Sep 01, 2020 -

Develop a peer to peer feedback , learning walk and instructional round schedule to strengthen classroom instruction

Sep 01, 2020 to Jun 01, 2021 -

Strategy 3

Assess the current Behavioral Health Team by completing a SWOT analysis of its state and capacity

May 18, 2020 to Jun 30, 2020 - Case Manager and Deans

Refine school wide policies as it relates to student tardiness and truancy

Jun 01, 2020 to Aug 28, 2020 - Principal, Assistant Principal and Deans

Assess school external partnerships for purpose and collaboration in order to strengthen school culture and climate

May 11, 2020 to Jul 01, 2020 - Principal and Director of Student Life

Determine attendance incentives and develop a calendar for incentive events

Sep 01, 2020 to Jun 30, 2021 - Attendance Coordinator, Deans, Assistant Principal

Implement data review cycles to monitor and track student attendance

Sep 01, 2020 to Jul 30, 2021 - Deans and Attendance Coordinator

Monitor and support teachers capacity regarding Domain 3c Student Engagement

Sep 01, 2020 to Jun 30, 2021 - Principal, Assistant Principal, Deans, and Director of Student Life

Provide restorative justice professional development to enhance teacher to student relationships, student to student relationships, and monitor systems of support.

Aug 03, 2020 to Jun 30, 2021 - Principal, Assistant Principal, Deans

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

Walter H. Dyett High School for the Arts' mission is to prepare students for college and careers, by providing them with a world-class arts education and rigorous core curriculum that foster creativity, innovation, critical thinking, and problem-solving. We will continue to provide students with a supportive academic and social environment that will adequately prepare them for success in their postsecondary life. This will be achieved by refining our curriculum and offering a rigorous academic program connected with our social emotional supports for our students.

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

Dyett High School will assist parents in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; Parents will be provided this information at the beginning of the school year as appropriate, during parent conferences, during report card pick conferences, and during PAC meetings. In this way parent's will be able to monitor their child's progress and collaborate with teachers to ensure their child's success.

Students will assure academic achievement by sharing the responsibility of student academic

achievement. With the implementation of the P/SAT Dream Team, students will have the opportunity to reflect on their performances and make improvements. Will will implement a system of adult mentors to each student by grade level. With implementation of this system, students will meet with an adult mentor to set goals and develop action plans for improvement. The school will implement rewards and incentives for attendance. In addition, schoolwide recognition award ceremonies by semester for those who have achieved at proficient and high levels, as well as those who have made improvements academically and in behavior.

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.

Administration and the Instructional Leadership Team (ILT) have identified critical areas of need and crafted a professional development plan to address the needs, which include literacy across the content, Common Core Curriculum Standards and Assessments, and Data Driven Instruction Cycle. Department chairs and team leads identify research-based, job-embedded practices and data collected during instructional rounds will be presented to all staff during professional development day trainings. The strategic plan will be shared with all stakeholders through various events: orientation, open house, PAC meetings, external partner meetings, and CPS Network and Senior Leadership meetings.

We will continue to provide information, resources, materials, and enrichment activities that cater to the needs of all students.

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).

Students are expected to adhere to the district and school policies and procedures as outlined in the Dyett Handbook. The handbook outlines student/family expectations as related to attendance, school uniforms, electronic devices, comportment during passing time, and the CPS Student Code of Conduct.

Students are encouraged to achieve academic proficiency and develop strong ethos during the entire school year. A teacher and/or parent/guardian may request student attendance enrichment opportunities offered beyond the full-school day. Students are all assigned a personal locker to store books and personal effects; therefore, sharing a locker or lock combination with a peer is prohibited. Students should limit requests for hall passes to emergency situations only. All students should be prepared for class and willing to engage in a positive and inviting classroom environment. Students should maintain 95% or better attendance rate.

We will continue to implement strategies to motivate and encourage school attendance and academic success. We will implement grade level competitions around attendance and behavior that encourage students to motivate their peers around coming to school and adhering to school policies. We will implement adult to student mentor systems. We will provide restorative professional development to all staff.

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

In our mission to attract highly-qualified teachers we utilize CPS Teacher recruitment fairs, networking with colleges and universities, and using the strategy of utilizing our school stakeholders in the hiring process. While recruiting we focus on our school values and core competencies to help guide in the selection of candidates. These core competencies include providing all students with an Early College,

college ? preparatory education, offering students an arts-integrated, problem ? based approach to learning, as well as fostering creativity, innovation, critical thinking, & reflection.

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.

Professional development will be held throughout the year with faculty on increasing parental and community involvement. Topics of interest include: access to Parent Portal, alternate means to contacting parents, ways to involve parents in academic and co-curricular activities. Teachers are encouraged to attend PAC meetings as a means of listening to parent input and ideas regarding the overall educational process.

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

Faculty will offer parent workshops on literacy strategies, access to Parent Portal and other CPS online information. Winter recess and summer reading lists will be sent home, along with links to access free learning resources via Chicago Public Library. These training may be scheduled or offered to cohorts during report card pick up nights.

Parents & Guardians are also strongly encouraged to join and participate in our PAC (Parent Advisory Council) which consists of parents of Dyett students coming together on a monthly basis to discuss and plan parent driven ideas & activities. Parent programming is scheduled and aligned with times when students are involved with after school enrichment activities. Parents are also encouraged to visit and participate in after school enrichment activities with their children.

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.

N/A

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.

Student interim assessment and score reports are shared with students each quarter in English, reading, math and science. Hard copies are sent home and posted in GradeBook. Time is dedicated during team meeting, Instructional Leadership Team Meetings and LSC meetings to review cohort data. Data walls are prominently displayed around campus to display subject/grade level target goals. All academic goals and concerns, including early college planning, stem from the standardized score reports disaggregated by student, teacher, class, grade, and core content.

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 CPS progress reports, report cards, and Parent Portal, Dyett students have the opportunity to review their data from Academic Approach as well as College Board to identify skills for improvement.

In addition, Teachers will implement Data Analysis Protocols (DAP) affording students the opportunity to retake assessments and the teacher to reteach content and adjust activities for the students success.

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.

The administration will continue to ensure that SGSA funds and allocation follow within the guidelines and supplement the regular programs as determined by the Illinois State board of education. In addition, Administration and the Instructional Leadership Team (ILT) have identified critical areas of need and crafted a professional development plan to address the needs, which include literacy across the content, Common Core Curriculum Standards and Assessments, and Data Driven Instruction Cycle. Department chairs and team leads identify research-based, job-embedded practices and data collected during instructional rounds to all staff development days and training as appropriate. The strategic plan will be shared with all stakeholders through various events: orientation, open house, PAC meetings, external partner meetings, and CPS Network and Senior Leadership meetings.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents & Guardians are also strongly encouraged to join and participate on our PAC (Parent Advisory Council) which consists of parents of Dyett students coming together on a monthly basis to discuss and plan parent driven ideas & activities.

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 hold its annual meeting at the start of the school year to inform parents of the above mentioned meetings. In the event that the school is unable to hold the meeting for whatever reason during the first month, another scheduled meeting will take place within a month of the initial scheduled meeting. Administration will disseminate notices regarding meetings via email, robocall, and marquee display.

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.

Dyett offers a number of opportunities for parents and community members to be involved in the overall success and daily routine of the students we serve. The PAC schedule of meetings is established at the beginning of the school year. During these meetings, members are asked to invite a guest for the next meeting to create a greater network of members. At these meetings, participants are able to elicit multiple perspectives around the school's vision and mission. It also validates the important role parent/guardian/families/community play in their children's education. Participating on this council provides an opportunity to share in the family concerns of our students and community members as well. The school will hold its annual meeting at the start of the school year to inform parents of the above mentioned meetings. In the event that the school is unable to hold the meeting for whatever reason during the first month, another scheduled meeting will take place within a month of the initial scheduled meeting. Administration will disseminate notices regarding meetings via email, robocall, and marquee display.

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.

In addition to CPS progress reports, report cards, and Parent Portal, Parents will be able to see a copy of their child's test score report during report card pick up. Dyett students have the opportunity to review their data from Academic Approach as well as the College Board to identify skills for improvement. Parents can connect to student's College Board accounts. Student interim assessment and score reports are shared with students each quarter in English, Reading, Math, and Science. Hard copies are sent home and posted in GradeBook. Time is dedicated during team meetings, Instructional Leadership Team Meetings and PAC meetings to review cohort data. Data walls are prominently displayed around campus to display subject/grade level target goals. All academic goals and concerns, including early college planning, stem from the standardized score reports disaggregated by student, teacher, class, grade, and core content.

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 school receives electronic notification from the BOE, which generates a letter which is mailed to the parent/guardian. Additional copies are kept on hand in the Main Office for when a parent visits the school.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and

local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Informational sessions on understanding the Common Core Standards, Standard-Based Grading and assessments are held during orientation, curricula night, report card pick up days and during individual conferences. Cohort parent meetings (seniors, junior, etc.) integrate these topics in their discussions. Parents will be provided with this information during registration at the start of the school year. The information will be reiterated during parent conferences and PAC meetings.

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.

Faculty will offer parent workshops on literacy strategies, access to Parent Portal and other CPS online information. Winter recess and summer reading lists will be sent home, along with links to access free learning resources via Chicago Public Library. These training may be scheduled or offered to cohorts during report card pick up nights.

At the beginning of each school year, teachers are reminded of the importance of and expectations for reaching out to and contacting families. Faculty and staff phone calls must be documented in Student Logger and teachers must present the data during their REACH Domain 4 conversations. We will continue to implement family engagement nights, parent workshops, FAFSA Nights, Senior & Junior Parent Nights. The Director of Student Life and School Counselor will implement Open House Nights. Parents can continue to request parent conferences to meet with teachers and staff to discuss student progress.

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.

Professional development will be held throughout the year with faculty on increasing parental and community involvement. Topics of interest include: access to Parent Portal, alternate means to contacting parents, ways to involve parents in academic and co-curricular activities. Teachers are encouraged to attend PAC meetings as a means of listening to parent input and ideas regarding the overall educational process.

At the beginning of each school year, teachers are reminded of the importance of and expectations for reaching out to and contacting families. Faculty and staff phone calls must be documented in Student Logger and teachers must present the data during their REACH Domain 4 conversations. We will continue to implement family engagement nights, parent workshops, FAFSA Nights, Senior & Junior Parent Nights. The Director of Student Life and School Counselor will implement Open House Nights. Parents can continue to request parent conferences to meet with teachers and staff to discuss student progress.

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.

N/A

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.

Interpreters (Spanish, Polish, Arabic) can be available at all meetings, conferences, open houses and other events. Documents from the BOE are available in five (5) languages. If a document must be translated in a different language, translation services will be provided upon request. Dyett communicates mass messaging to parents and to the community via robocalls, flyers, parent newsletter, SMS Messaging, social media, school website, newspaper advertising, door-to-door leaflets, email and the mail. We also commit to directly engaging with parents via phone calls, home visits and round table discussions with families.

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)

There is no LSC in place.

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.)

Walter H. Dyett High School for the Arts prepares students for college and careers, by providing them with a world-class arts education and rigorous core curriculum that foster creativity, innovation, critical thinking, and problem-solving.

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.

Progress reports are distributed every five (5) weeks. Teachers call parent/guardian to update on student academic progress. Report Pick Up/Conference Nights are scheduled at the end of the 1st and 3rd quarter. A parent/guardian may request a teacher conference with 48-hour notice to teacher and administrator

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

All teacher use Gradebook to record weekly assignments and is viewable via Parent Portal. Progress reports are distributed every five (5) weeks. Report Cards are mailed home on at the end of the first and second semester. Letters regarding unexcused absences (5, 10, 15 days) are mailed and followed up by a phone call home or home visit. All IEP meetings (initial placement, annual review, three-year re-evaluation) are held with parent/guardian notification. Daily phone calls are made by teachers, attendance coordinator, dean of students, counselors and post-secondary coaches. Parents are encourage to use the Parent Portal and the school's website for additional inquiries.

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

All incoming students are interviewed by school administrators and/or school counselors. New students are encouraged to attend cohort orientations to learn about the school's mission and goals. In addition to new school programs and services. Parents/guardians may contact teachers via email through the school's website. Any parent/guardian may contact the school to schedule an appointment to speak to any staff member.

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.

The CPS volunteer link will be set up on the school website with a menu of options. Parents/guardians are encouraged to attend field trips, school activities, sporting events, and college tours. To schedule a campus tour, please contact the administration. All volunteers must pass the CPS background check per BOE policy.

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

Parents/guardians are encouraged to support their children's learning by developing trusting relationships with all school personnel. The Parent Portal training offered during orientations, report card pick up, teacher conferences, affords parents/guardians to opportunity to monitor student attendance, academic progress and discipline issues. Concerns about academic progress could be readily addressed by parent/guardian to ensure student is "on track" and successful. An Early College Arts newsletter highlights past and upcoming events that will prove enriching and exciting for students, parent/guardian and community. Tutoring is advertised in this publication and on the school website. Benchmark recovery sessions are held during and after-school for students who need additional academic support.

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/guardians are invited to attend all PAC meetings to contribute ideas, suggestions and recommendation on how to improve their children's educational experience at Dyett. In addition, parents/guardians participate in most all meeting held for students with special needs. Parents of incoming/newly enrolled students meet with an administrator, a counselor and the school programmer to ensure the students' needs are met. Programming notices (subject selection) are sent home at the end of the 1st semester soon after counselors have met with students to discuss course offerings and subject selection for the next school year.

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

Students are expected to adhere to the district and school policies and procedures as outlined in the Dyett Handbook. The handbook outlines student/family expectations as related to attendance, school uniforms, electronic devices, comporment during passing time, and the CPS Student Code of Conduct.

Students are encouraged to achieve academic proficiency and develop strong ethos during the entire school year. A teacher and/or parent/guardian may request student attend enrichment opportunities offered beyond the full-school day. Students are all assigned a personal locker to store books and personal effects; therefore, sharing a locker or lock combination with a peer is prohibited. Students should limit requests for hall passes to emergency situations only.

All students should be prepared for class and willing to engage in a positive and inviting classroom environment. Students should maintain 95% or better attendance rate.

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.

By the end of the first semester, all parents will receive PSAT/SAT Training.

By the end of the second semester, all parents will receive Naviance training and establish a preliminary post - secondary plan for their students. (Learn, Plan, Succeed)

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.	\$1000.00
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.	\$300.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$150.00
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)	\$700.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$300.00
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.	\$258.00
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.	\$208.00
53510	Postage Must be used for parent and family engagement programs only.	\$50.00
53306	Software Must be educational and for parent use only.	\$100.00
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.	\$700.00