

Helen M Hefferan Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Lauren Smith	Assistant Principal	ljmembers@cps.edu	Has access
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Elise Porter	LSC Vice Chairperson		No Access

Team Meetings

Date	Participants	Topic
02/10/2020	Jacqueline F. Hearn, Lauren Smith, Rita Wrather-Clark, Monica Gamble, Creesthu Giese, Kristina Srog, Barbara Ewing	Introduction to CIWP Expectations

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
 - 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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 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:** We have professional development during the first week of school to set priorities for the year. We have weekly PLC/team meetings, there are external

professional development opportunities, there are half -hour professional development sessions throughout the year, and we host an open house within the first few weeks of school. Teachers are given ample opportunities to implement strategies that support the school's mission including the school's STEM vision by creating students that are ready for high school, college, and career. There is an up-to-date Employee handbook that outlines procedures and school expectations. The school is a welcoming place where learning is visible and students are engaged. During our weekly PLC team meetings, information is shared, progress is celebrated, and next steps are planned.

- 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
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Administration monitors lesson and unit plans weekly. Feedback is given on informal basis weekly. Structured supports are given as needed. Initial classroom walkthroughs with provided checklist helps staff meet expectations. During PLC meetings, student work is analyzed. Teachers are expected to attend professional development outside of school and return to share new knowledge. Budget and curriculum concerns are met and handled efficiently. More emphasis is needed by LSC around SEL issues.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Our curriculum is standards' based, but we would like it to incorporate more project-based learning. Our counselor implements an SEL program, and our physical education teacher and Playworks coach focus on building skills, teamwork, and compassion. Our curriculum provides leveled readers, and we

integrate technology apps based on level and interest. Our classroom library books are culturally relevant and teachers choose read alouds that represent diverse situations and student interest.

- 3 - Instruction
 - 4 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
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 4 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:** We engage the students in high-quality learning tasks that revolve around the NGSS and CCSS standards. We make sure that all students partake in an African American Studies unit. They have differentiated work in classroom centers. Students are questioned using Bloom's Taxonomy and DOK strategies. Kagan cooperative learning structures are used to help students work collaboratively and independently. We use Close Reading and Annotation of Text across the content areas. Students have choices in task selection at some points during the week. We would like to focus on a variety of ways to assess learning and to give the students more control over their learning. We have quarterly awards assemblies, where all students have a chance to be recognized.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 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
 - 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
 - 3 Improve and promote assessment literacy

- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Primary work is easily managed through Dibels, MClass Math, and Measuring Up. Teachers routinely analyze and discuss root causes and next steps. From 3rd - 8th, teachers are required to administer weekly assessments and comprehensive 5-week assessments. They use Measuring Up, Achieve 3000, reading and math series, etc. The ILT and Grade Level Teams (GLT) meet (weekly) to discuss trends, root causes, and next steps be they reteaching or extending the learning. Common planning time is available to teachers throughout the week so that they may further this work and support each other. We are still working on honoring the key shifts in content areas since implementing NGSS and CCSS.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 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)
 - 4 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)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 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)
 - 4 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)
 - 4 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)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 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)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** We are building a new team around administering MTSS services. We have a brand-new coordinator who will work on building the team to oversee all aspects of MTSS. We are part of the ISP network, and we are reviewing the MTSS Framework Implementation Guide to establish our protocols moving forward. We are using the system, but we are planning to bring all of the pieces under the same umbrella, using an MTSS team that meets monthly and ensures that we are implementing the program with fidelity. We are not making this an action area because the new coordinator is sure that the implementation can be fortified without any delay.
- 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:** Students have a variety of experiences both in and out of school to help them transition and to build their readiness for high school and college. Some specific opportunities include but are not limited to: STEM Club, Robotics Club (First Lego League), Ballet, STEM field trips, Speakers, Career Fair, High School Fair, college visits and experiences provided via external partnerships such as RUSH, UIC, Common Threads, Lake Shore Links, Playworks, EverFI financial literacy program, male/female mentoring programs, Blackhawks GOAL program, and Big Green (gardening). We are continuing to look for opportunities for our students to explore as many avenues as possible to bolster them in their future.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** We encourage and expect a high level of respect among all of the people in our building. Adults treat each other in a professional manner. Adults treat children with respect and have established norms for behaviors posted in their classrooms. There is an Instructional Leadership Team as well as PLC teams of teachers and staff members who meet regularly to collaborate about a variety of things including how to build the most positive environment at Hefferan School.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 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
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Students study community and government in their respective grades and incorporate Social Studies materials in their reading classes and problem-based learning projects. As the students are in the upper grades, they study government as part of preparation for taking the Constitution Test. Whenever there is an election, individual classroom teachers use it as a teachable time for the voting process and may even have their own "election" within their classrooms. Students formulate arguments in Science instruction as well as Reading instruction using the "Claim-Evidence-Reasoning" model. We employ a Positive Behavior Incentive Program as well as having students serve as members of our Healthy CPS team. Students participate in School-related improvement when they answer the My School, My Voice survey. We have a partnership with Communities in Schools that provides us with an on-site counselor four days per week. Students have worked on projects as part of a Lego Competition and have

presented their projects to a sitting Alderman and a community leader. We are interested in working on reviving the Student Council here at Hefferan.

- 3 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:** All adults at Hefferan pitch in to make sure that the students in the building are safe and protected. We have school-wide programs around positive behavior interactions (PBIS) which includes "Hefferan bucks" that students can earn and then use to attend special events or go shopping in the school store. There are labeled areas within the building that students know they can receive any emotional support they need. The counselor has multiple conversations with students advising them where they can find the support they need. All teachers have classroom routines and procedures that students are expected to follow. We have a partnership with Communities in Schools that places a counselor in our building four days a week.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 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)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** We employ "Calm Classroom" where students listen to a recording that encourages breathing and focused mind exercises to calm the students and staff so they can transition to a calm beginning and end of the school day. We have a dean at the school who works with students to find restorative solutions to problems that arise. We have a counselor and a partner in Community in Schools who works with students on a daily basis. Our counselor works with groups of students with an SEL curriculum to help further support them and give them practice in resolving their conflicts with more productive results.
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 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:** Most teachers have a way that they communicate regularly with parents either via classroom newsletter, classroom DOJO, texts, phone calls, etc. Different activities are hosted during Report-Card pick-up nights that offer parent resources and give them information or include them in a class/seminar. There is a parent handbook, but we need to finalize how and when it will be distributed. We host assemblies throughout the year showcasing students and these events are particularly well attended. We have many community partnerships, and they bring a variety of resources to the school. Our Lake Shore Links partners host weekly ballet classes, multiple assemblies, a STEM-based career fair, a health fair, an etiquette class, and they host a luncheon for our 8th graders after their Ribbon Pinning Ceremony. We have partnerships with UIC, Rush Science and Math Excellence Network (which does teacher professional development as well as student enrichment), Big Green, Communities in Schools, and Common Threads to name a few.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
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: Family & Community Engagement	4
3	Quality and Character of School Life: Physical and Emotional Safety	3

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Curriculum and Instruction - Problem-based learning and focus on NGSS standards
Root Cause 1	Time and curriculum constraints plus teacher misconceptions around this type of teaching and learning
Area of Critical Need 2	Physical and Emotional Safety
Root Cause 2	There is not a strategic support plan in place to help newly enrolled students transition into the school culture
Area of Critical Need 3	Family and Community Engagement
Root Cause 3	There are not enough opportunities for families and community to participate in the school which is partly due to untapped technology resources as sources of communication; i.e., social media, website, marquee...

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading)	Overall		70.00	75.00
The nature of Problem-Based teaching and learning is to employ strategies across the content areas to come up with solutions to real-world problems. It aligns with good STEM instruction which will translate to higher instances of students meeting their NWEA growth predictions.				
Vision: NWEA Growth G3-8 (Math)	Overall		74.00	79.00
The nature of Problem-Based teaching and learning is to employ strategies across the content areas to come up with solutions to real-world problems. It aligns with good STEM instruction which will translate to higher instances of students meeting their NWEA growth predictions.				
Vision: Attendance Rate	Overall		95.00	96.00
Family and Community Engagement opportunities will translate to better attendance rates.	African American			
(Blank)				
(Blank)				

Required metrics (Elementary) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Family and Community Engagement: We would like to increase family and community engagement at Hefferan by increasing our Parent Portal percentage and the number of events and opportunities for parents to participate in school-wide events. Which will result in the strengthening our communication processes. We are going to move to more 21st-century communication strategies by employing social media, websites, podcasts, etc.				50.00	

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
SEL supports: A clear plan for supporting newly enrolled students into our school environment. We feel that many of our new enrollees are coming with significant social and emotional issues as evidenced by discipline and MTSS actions. We believe that by creating a clear plan for introducing students and their parents to the Hefferan community in a thoughtful and purposeful way will allow for a smoother transition and develop stronger relationships. This will also prepare teachers for receiving newly enrolled students according to a plan.	78.90			70.00	65.00

Strategies

Strategy 1

If we do...	Follow the Amplify curriculum which is aligned to NGSS with fidelity and implement semester PBL's
Then we see...	all students engaged in hands on, experimental, real-world learning applications
which leads to...	deeper understanding of the continuity across grade levels and the disciplinary core ideas which will lead to higher student achievement across the curriculum subject domains.
Budget Description	
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M Schools: Instructional Approach (SSS4)
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will receive focused training on how to implement Amplify effectively. <p>Tags: Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M</p>

	<p>Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4)</p> <ul style="list-style-type: none"> (Not started) Commit to a more robust Science Fair/Invention Convention experience. <p>Tags:Instruction, FACE2: Parent Engagement, Science: Equitable Access, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M Schools: School Structures & Culture (SSS2)</p> <ul style="list-style-type: none"> (Not started) Each class will engage in PBL's twice a year <p>Tags:Instruction, FACE2: Parent Engagement, Personalized Learning: Authentic Learning, Science: Equitable Access, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M Schools: Instructional Approach (SSS4)</p>
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Strategy 2

If we do...	Create more opportunities for parent to engage with the school community and increase our online presence, through social media, school email and website creation
Then we see...	stronger engagement of families
which leads to...	adult investment in the school, stronger parental awareness, which leads to informed adults who are then able support/advocate for their children by understanding the schools mission, vision and priorities, which will lead to student overall academic success (achievement, attendance and social /emotional aptitude).
Budget Description	
Tags	Family & Community Engagement, FACE2: Community Partnerships, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC
Action steps	<ul style="list-style-type: none"> (Not started) Development of social media page, school website and school email address <p>Tags:Student Voice, Engagement, and Civic Life, Family & Community Engagement, CIDL: Digital Learning, FACE2: Community Partnerships, FACE2: Parent Engagement, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: Institutional Capacity (SSS3)</p> <ul style="list-style-type: none"> (Not started) Develop a team that?s committed to keeping all platforms current and up to date so that parents and community are in the know <p>Tags:Student Voice, Engagement, and Civic Life, Family & Community Engagement, CIDL: Digital Learning, FACE2: Community Partnerships, FACE2: Parent Engagement, STE(A)M Schools: Institutional Capacity (SSS3)</p>

	<ul style="list-style-type: none"> (Not started) Create a media team of students who will enhance our online presence by creating and editing content on the various digital platforms <p>Tags: Student Voice, Engagement, and Civic Life, Family & Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: Institutional Capacity (SSS3)</p> <ul style="list-style-type: none"> (Not started) Ensure that parents are meaningfully engaged in events hosted at the school at least 6 times per year. <p>Tags: Family & Community Engagement, FACE2: Community Partnerships, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: Institutional Capacity (SSS3)</p>
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Strategy 3

If we do...	develop an orientation plan for receiving and supporting newly enrolled students
Then we see...	students who will feel more supported as they transition into our community
which leads to...	lower incidents of behavior referrals, better attendance, and higher growth because they will know expectations and be able to meet them.
Budget Description	
Tags	CBE: SEL Integration, FACE2: Parent Engagement, OSCPA: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Develop orientation system for newly enrolled students, including but not limited to baseline assessment of skills, interest inventory, special needs, SEL support, etc. <p>Tags: Equity: Inclusive Partnerships, FACE2: Parent Engagement, Literacy: Shift 2- Leveraging Data to Close Gaps, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Develop system of available resources to support students and parents with needs (both expressed and identified by school staff). <p>Tags: OSCPA: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p>

	<ul style="list-style-type: none"> (Not started) Protocol for teachers to use when new students are introduced into the classroom that consists of an informal meet and greet, a conversation around orientation activities and Q&A. <p>Tags: Literacy: Shift 2-Leveraging Data to Close Gaps, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>
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Action Plan

Strategy 1

Teachers will receive focused training on how to implement Amplify effectively.

Aug 24, 2020 to Jun 23, 2021 - Administration, STEAM team and K-8th grade teachers.

Commit to a more robust Science Fair/Invention Convention experience.

Sep 14, 2020 to Dec 18, 2020 - Administration, STEAM team and K-8th grade teachers.

Each class will engage in PBL's twice a year

Sep 07, 2020 to Jun 18, 2021 - Administration, STEAM team and K-8th grade teachers.

Strategy 2

Development of social media page, school website and school email address

Jul 01, 2020 to Oct 05, 2020 - Administration, STEM Coordinators & Technology Team

Develop a team that's committed to keeping all platforms current and up to date so that parents and community are in the know

Aug 24, 2020 to Sep 24, 2020 - Administration, STEM Coordinators & Technology Team

Create a media team of students who will enhance our online presence by creating and editing content on the various digital platforms

Jul 01, 2020 to Jul 19, 2022 - Administration, STEM Coordinators & Technology Team

Ensure that parents are meaningfully engaged in events hosted at the school at least 6 times per year.

Sep 07, 2020 to Jun 20, 2022 - Administration, teachers, staff, STEM Coordinators,

Strategy 3

Develop orientation system for newly enrolled students, including but not limited to baseline assessment of skills, interest inventory, special needs , SEL support, etc.

Jul 01, 2020 to Sep 08, 2020 - Administration, teacher staff, counselor, student intake team

Develop system of available resources to support students and parents with needs (both expressed and identified by school staff).

Jul 01, 2020 to Sep 08, 2020 - Administration, teacher staff, counselor, student intake team

Protocol for teachers to use when new students are introduced into the classroom that consists of an informal meet and greet, a conversation around orientation activities and Q&A.

Jul 01, 2020 to Sep 08, 2020 - Administration, teacher staff, counselor, student intake team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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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.

Interim assessment, progress monitoring and the district supported NWEA. The University of Chicago Five Essential Survey provides insightful evidence to the achievement of students and provides an assessment of the needs of Hefferan's students.

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

Small groups for instruction. Guided reading and math, balanced literacy, ongoing progress monitoring.

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.

Kagan cooperative learning strategies used in all classes to encourage student engagement, social emotional learning and equity of voice is one resource used to meet the needs of students. In addition, the institution of supplemental research based programs/resources in Literacy, Social Science, Mathematics and Science, that encourages varied approaches for staff and students in order to make the content accessible. These programs/resources are found in/ both text format and electronically. Lastly, our block schedules provide space for sustain focus on the various contents in order to strengthen the core academic program, increase the amount and quality of learning time to meet the needs of historically underserved populations.

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).

Schoolwide strategies include mentoring/counseling, which is provided by both, school staff and external partners. Differentiated instruction and support, that's tailored to meet the needs of all students.

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

Hiring committee comprised of teachers, counselor, and school administrators INTERVIEW POTENTIAL CANDIDATES. Questions focus on instructional area.

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.

Hefferan's Professional Learning Committee meets weekly to address the professional learning needs of teaching staff. Consultants are brought in to address the needs of all staff, curriculum specialist, social-emotional workers, external partners, etc.

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

Strategies used to increase parental involvement has been creating an online presence with the development of a school website to keep families informed regarding the happenings within the school community. Family newsletters are distributed to students monthly to take home. Events hosted by the school throughout the school year, such as Open House, Math, Literacy & STEAM nights, movie nights, assemblies, etc.

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.

Vertical alignment of grade levels with teacher input.

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.

Staff meetings are hosted to garner input from teachers regarding the use of academic assessments in addition to one-on-one conversations. Professional developments provided to staff to assist them in making informed decisions regarding the use of particular academic assessment within 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.

Weekly assessments are given by staff to students in all grades as a core part of our instructional program. Weekly assessments, in addition to informal checks for understanding is data that teachers use to make instructional decision that best meets an individual student's needs. Data is collected and throughout various stages within the school year, is analyzed PLC team meetings and ILT team meetings as a way to thought partner as a school community on ways to best suit our student needs.

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.

Coordination and integration of the federal, state, and local services and programs are organized by Hefferan's counselor, Attendance Coordinator, Local School Council members, Parent Advisory Council, external partner Community In Schools, and school administrators. Hefferan School has been awarded an additional counselor's position to focus on the developmental pathways and needs of our students and parents.

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.

Monthly Parent Advisory Meetings (PAC) and Local School Council Meetings are held at the school. These gatherings engage parents and the community in the plan and policy with ongoing reviews and input. The LSC and PAC committees will convene to plan parental involvement with school administrators and staff. Meetings will be held for all parents by school administrators, LSC and PAC members to conduct periodic review and revision of the Title I school parental and family engagement plan and policy.

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

Hefferan School will host its Annual Open House during the month of September at a time convenient to parents to inform parents and families 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 also offers monthly PAC/LSC meetings to parents and community members. The school newsletter is sent to families monthly informing them of the school's events and academic vision and mission. In addition the school's marquee displays relevant messages to inform parents and community members of current events. Hefferan School's partnership with community organization "Community In Schools" will provide bi-weekly meetings to encourage parent participation in the academic success of their child. Parents are given suggestions and materials to promote reading, math, writing and science skills. In addition, teachers and the Reading and Math Teacher Leaders model instructional strategies during these parent workshops. Hefferan's projected date for the Title I Annual Meeting and Title I PAC Organizational Meeting is July 2nd.

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.

Hefferan's teachers and staff regularly meet with parents concerning their child's education. Parents are able to conference with teachers in the morning before students arrive, after dismissal and during the teacher's preparation hours once scheduled with the teacher. All recommendations from Hefferan's parents and stakeholders are considered. Suggestions are identified by school administrators, LSC members and PAC members as to whether they are in the best interest of all students. A response to suggestions will be made via school newsletter, text, email, school website, public meeting or forum or on an individual response based on the nature of the suggestion.

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.

Annually parents receive copies of their child's performance on the State assessment, these reports are given during individual parent conferences, parent report card pickup dates and sent home with students. Parents are contacted regarding potential failures. We will host a quarterly meeting with parents and students to discuss academic and behavior expectations. Parents will be updated regarding their child's performance through fifth week progress reports. Grade

Level partners will continue to discuss with parents ways to address the needs of students and additional support.

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.

Parents will be informed through letters generated from CPS which will be distributed to parents of students whose teachers are deemed "Not Highly Qualified".

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

Parents are contacted regarding potential failures. We will host a quarterly meeting with parents and students to discuss academic and behavior expectations. Parents will be updated regarding their child's performance through fifth week progress reports. Grade Level partners will continue to discuss with parents ways to address the needs of students and additional support. Hefferan School will host its Annual Open House during the month of September at a time convenient to parents to inform parents and families 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. In addition, the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; knowledge on how to monitor their child's progress; and how to work with educators. The school also offers monthly PAC/LSC meetings to parents and community members which engage parents in promoting skills in the education of their children. The school newsletter is sent to families monthly informing them of the school's events and academic vision and mission.

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.

Hefferan School's counselors and our partnership with community organization "Community In Schools" will provide bi-weekly meetings to encourage parent participation in the academic success of their child. Parents are given suggestions and materials to promote reading, math, writing STEAM and science skills. In addition, teachers and the Reading, Math and STEM coaches model instructional strategies during these parent workshops. Hefferan School conducts a "Family Literacy Night" to encourage parent participation. Hefferan's parent center which is a resource room for all types of programs will be the site for future programs of enrichment for parents.

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.

School counselors and administrators actively educate all staff on the value of partnering with parents, family members. External partners contribute to developing and strengthening the school's relationships with families.

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.

Hefferan School continues to provide in-school accommodations for professional development sessions and parent workshops to support the academic programs, and the State Pre-K programs as well as other programs. Hefferan School in conjunction with 21st Century and Lake Shore Links will provide parent workshops to address concerns of parents in helping their child toward academic success and understanding their child's education and in developing parenting skills.

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.

School newsletters are sent home to parents informing them of Hefferan's school policies, procedures and activities and meetings. Memorandums are sent home on an as needed basis to inform parents of school meetings and information. Text messages, email, and the school's website will inform parents of meetings and other activities. The school marquee and an increased presence on social media will function as methods of community and parent communication.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

n/a

School-Parent Compact (Complete)

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

We believe our students learn at the highest levels because they are provided with a challenging, differentiated educational program that supports standards-based instruction delivered with a variety of learning strategies. Hefferan's teachers are highly qualified educators and the educational support staff are highly qualified to provide instructional support to Hefferan's students. A rigorous instructional program rich with professional development and extracurricular activities that involve community members, external partners, and other stakeholders combine to support our students as they achieve academic excellence.

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.

Parents will attend parent-teacher conferences and will be encouraged to ask questions about their child's progress. Conferences will take place during parent meetings, before school, five week progress report intervals, and during regularly scheduled report card pick-ups. Parents are invited to communicate with the teachers during the preparation time as well.

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

Teachers and School Administrators have regular contact with parents via phone calls home and parent conferences to solicit parental support in assisting students toward academic success. Parents are contacted regarding truancy and potential failures. We will host a quarterly meeting with parents and students in benchmark grades. Parents will receive updates regarding their child's performance through fifth week progress reports and 10 week report cards. Parents are encouraged to contact the teachers during their preparation periods.

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

Parents are able to conference with teachers in the morning before students arrive, after dismissal and during the teacher's preparation period during school hours once scheduled with the teacher.

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

Parents are encouraged to volunteer within the classroom environment or home school environment. Parents are encouraged to contact teachers directly to schedule classroom observations and participate in classroom activities as well as field trips and community activities.

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

Parents are encouraged to access student grades through the "Parent Portal". Absences and tardiness are serious concerns. Parents are contacted regarding truants and potential failures. For chronic students, additional incentives will be instituted to increase attendance percentage. We will host a quarterly meeting with parents and students in benchmark grades. Parents will be updated regarding their child's performance through fifth-week progress reports. The Student Council is active and sponsored by the upper-grade teachers. Assemblies will be held each quarter to recognize students for academic and social accomplishments. Black History and Christmas assemblies will be continued. Grade-Level partners will continue to discuss ways to address the needs of students. Students that lack social skills need additional support and receive it as part of a group (SEL classes) or on an individual basis. Teacher mentors will

attempt to have a personal connection with students to address conflict resolution, disrespect of school property, and other pertinent topics. Arriving well after school hours have commenced, absences and frequent early dismissals are a concern. More frequent attendance incentives will be instituted and follow-up phone calls will take place to address attendance concerns. The school clerk will check student records two weeks after entering classroom. Counselors will generate a letter to homeroom teachers in regards to updating records.

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

Parents are contacted regarding truants and potential failures. We will host a quarterly meeting with parents and students to discuss student progress. Parents will be updated regarding their child's performance through fifth week progress reports as well as access to the Student Portal. Student Council will continue. Assemblies will be held each quarter to recognize students for academic and social accomplishments. Grade Level partners will continue to discuss ways to address the needs of students. The parent center will be open and accessible for parents within CDC guidelines, as a way to establish a connection within and to the school.

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).

During this period of Remote Learning as well as physical attendance days, absences and tardiness continues as a serious concern. Parents are contacted regarding truants, students not being online for remote instruction and potential failures. Additional incentives will be instituted to increase attendance percentage. We will host a quarterly meeting with parents and students in benchmark grades. Parents will be updated regarding their child's performance through fifth week progress reports and daily calls as it relates to student attendance. Student Council will continue. Assemblies (Online during remote learning) will be held each quarter to recognize students for academic and social accomplishments. Black History and Christmas assemblies will continue. Grade-Level teachers will continue to discuss ways to address the needs of students. Students that lack social skills and who need additional support will receive it as either part of a group or on an individual basis. Teachers mentor and try to create personal connections with students. The Dean, counselors and teachers will address Conflict Resolution, Disrespect of classmates and school property in conjunction with student representatives. Counselor/Case Manager will check student records two weeks after students enter classroom. School Clerk will generate a letter to homeroom teachers in regards to updating records.

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.

Goals: Increase Literacy, Math, Science Achievement Skills. Topics will include: "How to support your child's academic program". "Developing Writing Skills". "Learning Technology Skills". What Is STEM or STE"A"M?, "Lets Learn Math Together", "Healthy Nutritional Eating". Monthly Parent Meetings will address topics through Professional Development Meetings presented by school staff and school partners.

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.	\$1041.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00

