

Rufus M Hitch Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/12/2020	CIWP Meeting one	SEF Framework
02/19/2020	CIWP Meeting two	SEF Framework and Prioritize
03/26/2020	CIWP Meeting three	Select Priorities & Begin Action Steps
03/30/2020	Intermediate Dept. - CIWP Feedback Meeting	Solicit department for feedback
03/31/2020	Middle School Dept. - CIWP Feedback Meeting	Solicit department for feedback
04/01/2020	DL Dept. - CIWP Feedback Meeting	Solicit department for feedback
04/30/2020	CIWP Team Meeting	Finalize Action Steps
05/07/2020	Parent LSC/PTA CIWP Team Input Meeting	Review CIWP with parent leaders and get input.
05/19/2020	CIWP Team Meeting	Edit based on parent input and finalize CIWP.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)

- 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 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:** -Agenda items include CIWP goals -Climate and culture/DOJO Bucks - Student of the month -Second Step -Calm Classroom -MTSS/Flex block -PBIS - BAC/PTA/LSC/ILT/PPC/Department Meetings -PD-Lucy Calkins, Gust Foundation, Wilson, Math In Focus -Rounds
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 4 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:** -Informal observations (feedback) -Rounds -MTSS -PBIS signs -Artwork - Second Step purchase (LSC approval) -Behavioral data -Restorative practices - Hiring protocol (mock lessons, teacher interviews, LSC/Parent invites) -Staples grant, CFE Grants, Rochelle Lee Grant, Donors Choose) -Casino Grant -Arts Grant -Lang Lang -OST -Purchasing curriculum (Amplify science, MIF, LC, Second Step) - MTSS Flex Block -PD (Calm classroom, Second Step, Gust Foundation, Wilson, LC, MIF) -School Based MTSS catalog -Plus/delta -NWEA, Dibels, TRC, 5 Essentials, Student/staff surveys

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
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:** there isn't time in the current schedule for authentic project-based learning (consider block scheduling options?), funding is needed to expand

classroom libraries to match Lucy reading and writing units of study (middle school)

- 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
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 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
 - 4 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:** More opportunities to extend core knowledge and skills for advanced learners and diverse learners.
- 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
 - 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
 - 4 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
 - 4 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
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Teachers need time to work on building common assessments and rubrics to ensure consistency in grading.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 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)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 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)
 - 2 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:** Transitions Plans in IEP, Naviance, Taft Admin Visits, High School Fair, Promotion of Freshman Connection, Flex Block, Career Day, Second Step, RIT Score Tracking, GPA lesson (8thG), Algebra Class, GoCPS Process Walkthrough/Lesson

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)
 - 1 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:** Restorative Conversation, Lunch Bunch, Second Step, Small Group Social Skills, Calm Classroom, Instructional Rounds, ILT, Department Chairs, PPC, Coffee and...., Staff Driven Decision Making
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 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)
 - 2 Exercise student voice (REQUIRED: OSEL)

- 2 Authentically interact with community and civic leaders
- 2 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 2 Experience a schoolwide civics culture
- **Evidence:** Politics - intermediate and middle school observations of politics study occurs, but not seen in every grade band. Electoral Process - voter site student visits occur in middle school and mock election in intermediate dept. Discussion of controversial issues - many grade levels have persuasion writing units, second step lessons about how to discuss hard issues when disagreements occur, and social worker interacting in small groups with classes that have controversial issues occurring in class Explore their identities and beliefs - black history month celebrations, the taste of hitch, international movie night, and second step lessons Exercise student voice - student council does some activities but not as many school-based decisions, round table discussion of uniform decisions, and some literacy units designed for student's voices to be heard and implemented Interact with the community and civic leaders- middle school trips to Springfield and east coast - students interact with politicians or visit political sites, inviting people in for career day Engage with their community - middle school trips to Springfield and east coast - students interact with politicians or visit political sites, inviting people in for career day Take informed action where they work together to propose and advocate for solutions - curriculum embedded activities through literacy and science units, and flex block programs that focus on social activism Experience a schoolwide civics culture - some literacy units address issues and student council is present in school but not active in schoolwide civics culture
- 4 - 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)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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:** Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school - second step curriculum, expectations posted in hallway, observation of adults modeling behavior, professional development at the beginning of the year of office managed versus classroom managed behaviors, school safety rating was in the green on 5 essentials survey, most kids when answering how likely are people to be disrespectful in your school - almost never/once in a while/almost never 70% 80% of kids stated on this survey that people will not bully online. Provide clear procedures for reporting and responding to concerns about safety and well-being - mandated training, internal student logger reporting, sex. ed curriculum has specific outline of how to report safety and well-being Manage efficient and orderly transitions between activities - very few student logger reports that reflect issues with transitions, observation of many teachers greet students with specific greetings each day, observation of teachers greeting students when entering and exiting the building, and hall passes A representative team - behavioral health team, culture and climate team meet regularly
- 2 - Supportive and Equitable Approaches to Discipline

- 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 1 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:** INSTRUCTIVE - second step curriculum, observation of teacher modeling practices, expectations visual in common areas and in classrooms, data used by culture and climate team and behavioral health protocol RESTORATIVE - some teachers in the building have gone to training, but not seen in whole school practices, administration and several specific staff members have been trained in restorative practices, but not all staff has been, assistant principal is lead person that discipline and logger gets sent to, second step training, and student reflection form SUPPORTIVE - evidence from logger of very few OSS to minimize removing students from the classroom and school community, behavioral health team has drawn up a protocol but nothing has been implemented yet EQUITABLE - evidence from logger that suspensions are used as a last resort after trying other interventions, LSC reviews data on a monthly basis to determine how behavior data is going but has not looked at it on a sub-group level, culture and climate team reviews behavior data but not on a sub-group level
- 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
 - 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Establish a welcoming environment for families and community members that is warm, inviting, and helpful - walkthrough to address issues, signage in many different languages, staff members in the front office and security office can welcome and speak in various languages, valentine's day dance, and taste of hitch (diversity in foods) Provide frequent, high quality, well-publicized opportunities for families and community to participate in authentic and engaging activities in the school community - math and science night, literacy night, monthly activities for families and parents, and PTA events that teachers and staff participate in Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback - PTA that teachers are involved in,

administration pages with emails for direct concerns, teachers provide multiple points of contact and quick response time, math night for parents to come and ask questions about curriculum, and other meetings that involve parent concerns (sex ed, IB program) 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- curriculum night, teachers sending out a syllabus for curriculum, the administration sends out information about parent university, 5/10 day attendance letters, benchmark grade meetings for parents to support and inform parents of expectations Communicate with families proactively and frequently about class and individual activities and individual student's progress - attendance letters, monthly Hitch bits, Classdojo and Remind apps being used by all teachers to communicate information to parents, sending out specific letters for Tier 2 and Tier 3 to parents to explain academic interventions, and we have a parent handbook for rules and regulation Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies - do not have a formal process but observation and logger data to track but implementation is not consistent for every student only some students and staff Partner equitably with parents speaking languages other than English - Class Dojo with translation, multi-lingual staff, Spanish translation and support staff member, translation feature that is as reliable as it can be, and teachers try to have a translator available for parent meetings, but not all languages have been accommodated. Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision - Partner with Junior Achievement, J at School, Lyric Opera, Ravina, Zinefest

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1
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	0
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

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Relational Trust	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	3

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	Supportive and Equitable Approaches to Discipline
Root Cause 1	Lack of collaboration time (once a week, biweekly before or after school) between staff, clinicians and admin to discuss behavior issues. Lack of protocol for teachers (ex: discipline rubrics) in classrooms and within the school for classroom/minor offenses (Tier 1 Supports). Lack of understanding student backgrounds/connection with students (possible action item: relationship mapping).
Area of Critical Need 2	Curriculum
Root Cause 2	Lack of supports (PD, coaching, mentoring, materials) around new curricula. NWEA Attainment decrease on Reading (5 percentile points) and Math (2 percentile points) from SY 17-18 to SY 18-19.
Area of Critical Need 3	Physical and Emotional Safety of Students
Root Cause 3	Lack of trauma informed PD for staff and students. Missing BHT (Behavioral Health Team). Students self rate that safety is "yellow"

	(average) in bathrooms and classes in 5Essentials survey.
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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: Attendance Rate	Overall		96.00	96.00
Student logger total count of incidents would decrease. 5% decrease year over year.				
Vision: NWEA Attainment G2-8 (Math)	Overall		72.00	74.00
Though continued PD around our new curricula we would see higher NWEA Math attainment for all grade levels.	Students with IEPs		32.00	34.00
Vision: NWEA Attainment G2-8 (Reading)	Overall		74.00	76.00
Though continued PD around our new curricula we would see higher NWEA Reading attainment for all grade levels.	Students with IEPs		37.00	42.00
Vision: Attendance Rate	Overall		96.00	96.00
Implementation of Behavioral Health Team in year 1 to quantify the number of students in tier 2 and tier 3. In year 2, see a 5% decrease in the overall number of students in tier 2 and 3.				
(Blank)				

Required metrics (Elementary) (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
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Strategies

Strategy 1

If we do...	continued professional learning to increase reading teaching and student execution of independent reading
Then we see...	Students will build stamina and develop a passion/love for reading.
which leads to...	All students reading independently at grade level and increased reading teacher effectiveness.
Budget Description	-Professional learning - Instructional coaching with Nawal. -Purchase of leveled libraries/book club titles for each reading classroom.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	<ul style="list-style-type: none"> (Not started) -Principal schedules reading/writing instructional coaching, 10x per year, with our coach, Nawal. <p>Tags:Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> (Not started) -Teacher teams meet and receive professional development in reading and writing instruction from coach. Each department /grade level will collaborate with Nawal at the beginning of the year to select a focus. <p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences</p> <ul style="list-style-type: none"> (Not started) -Teacher teams meet to conduct department walk throughs to assess implementation of professional learning and assess student engagement in reading/writing tasks. <p>Tags:</p>

Strategy 2

If we do...	continued professional learning to increase the quality of math instruction
Then we see...	increased mathematical foundational knowledge

which leads to...	all students math growth and increased effectiveness of math instruction
Budget Description	Bill Davidson coaching
Tags	Curriculum, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Select 1-3 high-learning outcome related instructional strategies - related to Singapore math - and complete 10 PD opportunities with Bill Davidson related to the strategies. Tags: Curriculum, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum (Not started) Teacher teams will meet with Bill Davidson - 10x's - and received training on new instructional strategies. Tags: Curriculum, Math: Formative Assessment (Not started) Teacher teams conduct department-wide walkthroughs to assess the implementation of and engagement in math fluency tasks. Tags: Curriculum

Strategy 3

If we do...	Develop strategies and support for Tier 1 MTSS Behavioral implementation
Then we see...	a decline in student discipline referrals
which leads to...	equitable approaches to discipline
Budget Description	Sub bucket for teachers to observe other teachers in the building and in other schools for support/ideas Time for climate and culture team to meet to create strategies and procedures time for departments to meet to provide feedback, create, modify, norm implementation of strategies and procedures Advisory period built into the day Culturally inclusive books for classroom libraries Resources to implement new strategies
Tags	Supportive and Equitable Approaches to Discipline, Equity: Fair Policies and Systems
Action steps	<ul style="list-style-type: none"> (Not started) By Sept. 2020, the school principal will convene Culture and Climate Team and schedule 5-8 meetings annually. Tags: Supportive and Equitable Approaches to Discipline, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

	<ul style="list-style-type: none"> (Not started) The principal will work with the climate and culture team to build a school wide schedule that ensures time in the master schedule for Tier 1 SEL Teacher Student connections - Calm Classroom, Second Step, etc. <p>Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) The principal will work with the climate and culture team to create a flow-chart for managing discipline incidents in the classroom. Upon completion of the flow chart, all teachers will receive PD for implementing flow-chart (i.e. teacher vs. office managed incidents, classroom appropriate consequences, office consequences, the CPS student code of conduct, etc.) <p>Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>
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Strategy 4

If we do...	end of month activities that are grade band specific (e.g. roller skating parties, Cubs games, bowling, comedian sketches) to students that earn the specified number of dojo points...
Then we see...	students exhibiting our behavioral expectations (i.e. students are respectful, responsible, and safe) and showing greater "school spirit"
which leads to...	month to month increases in dojo points and increased attendance. Likewise, we see a month to month and year over year decrease in student logger incidents (5% decrease).
Budget Description	-Allocation of funds for incentives (\$5,000) -Climate and culture team meets to map out the incentives for the year. -Teachers have to forego teaching time (2-4 hours, once per month) to set aside for incentives.
Tags	Family & Community Engagement, CBE: SEL Integration, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OSCPA: Social/Emotional Support
Action steps	<ul style="list-style-type: none"> (Not started) -Principal convenes climate and culture team over the summer or during first month of school to map out monthly incentives for students. Teacher leaders, student leaders, and parent leaders (i.e. BAC, PTA, or LSC parents) should be consulted on selecting high interest end of month incentives. <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) -By the end of September 2020, all teachers track dojo points (for students being respectful, responsible, and safe) and students participate in the first end of month incentive. <p>Tags:OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) -For the remainder of the 2020-2021 school year, students, teachers, and admin continue to hold the end of month activity. Activities should

	<p>be fun, engaging, and build school spirit (i.e. kids WANT to participate in the activities, and they improve the relationships between adults and students).</p> <p>Tags: OSEL: Supportive and Equitable Discipline Practices</p>
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Strategy 5

If we do...	Professional development on a teacher selected area of classroom management (e.g. positive framing, restorative conversations, etc.)
Then we see...	improved teacher-to-student and student-to-student social interactions.
which leads to...	5% year over year reduction in student referrals and a "green" rating on the 5Essentials student safety category.
Budget Description	
Tags	OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) In SY2021-2022, the principal will convene the ILT and other teacher leader teams to select a target area of professional development related to classroom/behavior management. The principal will then hire a consultant coach - with expertise in that teacher selected area - to lead PD for the staff in Aug., Sept., and Oct., of 2021. <p>Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) After all teachers/admin have been trained in target area of classroom/behavior management, the instructional coach will lead instructional rounds or a school walkthrough to assess implementation of the strategy. All teachers will participate in the walkthrough and collect data on schoolwide efficacy of strategy. <p>Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>

Strategy 6

If we do...	create a Behavioral Health Team
Then we see...	early identification and provision of supports to meet students' social-emotional and behavioral needs
which leads to...	an increase in positive connections and appropriate behavior in school

Budget Description	Funds for Subs or after school (Time in the schedule during the day or after school to meet) Tier 1 resources for social-emotional supports Resources for Tier 2 or Tier 3 social-emotional supports
Tags	Physical and Emotional Safety, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Form team Tags:Physical and Emotional Safety, OSEL: Supportive School Environment • (Not started) Team members participate in CPS BHT cohort Tags:Physical and Emotional Safety, OSEL: Supportive School Environment • (Not started) BHT organization - scope, strategies, and develop implementation Tags:Physical and Emotional Safety, OSEL: Supportive School Environment • (Not started) Professional Development for the whole school on goals and process of the BHT Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) BHT meets regularly to identify students and implement supports Tags:Physical and Emotional Safety, OSEL: Supportive School Environment

Action Plan

Strategy 1

-Principal schedules reading/writing instructional coaching, 10x per year, with our coach, Nawal.

Jul 01, 2020 to Aug 31, 2020 - principal

-Teacher teams meet and receive professional development in reading and writing instruction from coach. Each department /grade level will collaborate with Nawal at the beginning of the year to select a focus.

Sep 01, 2020 to Mar 31, 2021 - ELA teachers, coach

-Teacher teams meet to conduct department walk throughs to assess implementation of professional learning and assess student engagement in reading/writing tasks.

Apr 01, 2021 to Jun 05, 2021 - ELA teachers, coach

Strategy 2

Select 1-3 high-learning outcome related instructional strategies - related to Singapore math - and complete 10 PD opportunities with Bill Davidson related to the strategies.

Jul 01, 2020 to Aug 31, 2020 - Principal

Teacher teams will meet with Bill Davidson - 10x's - and received training on new instructional strategies.

Aug 31, 2020 to Jun 18, 2021 - Staff

Teacher teams conduct department-wide walkthroughs to assess the implementation of and engagement in math fluency tasks.

Jan 01, 2021 to Jun 18, 2021 - Math teachers

Strategy 3

By Sept. 2020, the school principal will convene Culture and Climate Team and schedule 5-8 meetings annually.

Sep 01, 2020 to Oct 31, 2020 - Administration

The principal will work with the climate and culture team to build a school wide schedule that ensures time in the master schedule for Tier 1 SEL Teacher Student connections - Calm Classroom, Second Step, etc.

Sep 01, 2020 to Oct 31, 2020 - Admin, Climate and Culture Team

The principal will work with the climate and culture team to create a flow-chart for managing discipline incidents in the classroom. Upon completion of the flow chart, all teachers will receive PD for implementing flow-chart (i.e. teacher vs. office managed incidents, classroom appropriate consequences, office consequences, the CPS student code of conduct, etc.)

Oct 01, 2020 to Dec 31, 2020 - Climate and Culture Team

Strategy 4

-Principal convenes climate and culture team over the summer or during first month of school to map out monthly incentives for students. Teacher leaders, student leaders, and parent leaders (i.e. BAC, PTA, or LSC parents) should be consulted on selecting high interest end of month incentives.

Jul 01, 2020 to Sep 05, 2020 - admin and climate/culture team.

-By the end of September 2020, all teachers track dojo points (for students being respectful, responsible, and safe) and students participate in the first end of month incentive.

Sep 01, 2020 to Sep 30, 2020 - All teachers, admin, and students.

-For the remainder of the 2020-2021 school year, students, teachers, and admin continue to hold the end of month activity. Activities should be fun, engaging, and build school spirit (i.e. kids WANT to participate in the activities, and they improve the relationships between adults and students).

Oct 01, 2020 to Jun 19, 2021 - All teachers, admin, and students.

Strategy 5

In SY2021-2022, the principal will convene the ILT and other teacher leader teams to select a target area of professional development related to classroom/behavior management. The principal will then hire a consultant coach - with expertise in that teacher selected area - to lead PD for the staff in Aug., Sept., and Oct., of 2021.

Aug 01, 2021 to Oct 31, 2021 - Principal, ILT.

After all teachers/admin have been trained in target area of classroom/behavior management, the instructional coach will lead instructional rounds or a school walkthrough to assess implementation of the strategy. All teachers will participate in the walkthrough and collect data on schoolwide efficacy of strategy.

Nov 01, 2021 to Mar 31, 2022 - Coach, Principal, all teachers.

Strategy 6

Form team

Sep 01, 2020 to Sep 30, 2020 - Counselor, Admin, Department Team Rep, Social Worker, Psychologist

Team members participate in CPS BHT cohort

Sep 01, 2020 to Apr 30, 2021 - BHT

BHT organization - scope, strategies, and develop implementation

Sep 01, 2020 to Jun 30, 2021 - BHT

Professional Development for the whole school on goals and process of the BHT

Aug 15, 2021 to Sep 04, 2021 - BHT

BHT meets regularly to identify students and implement supports

Sep 01, 2021 to Jun 30, 2022 - BHT

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

During BOY professional development, all staff engages in a school-wide data review and data analysis activities to identify the specific needs of students including but not limited students with language, unique learning modality, enrichment, and intervention needs. Teacher leadership teams (ILT, MTSS Committee, BHT, Climate and Culture) conduct needs assessments to drive their respective work in alignment with CIWP goals and strategies.

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

Hitch provides the 'flex block' option to provide enrichment, tier 2/3 interventions, and supports to DL and EL students during the same block of time depending on a student's needs. Additionally, in partnership with Administration, Teacher Leadership teams including the MTSS Committee and Behavioral Health Team identify students in need of additional academic and social emotional supports and coach teachers in implementing research-based interventions to ensure that all Hitch students have opportunities to grow and reach higher levels of academic achievement.

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.

In partnership with Administration, teacher Leadership teams including the MTSS Committee and Behavioral Health Team identify students in need of additional academic and social emotional supports and coach teachers in implementing research-based interventions to ensure that all Hitch students have opportunities to grow and reach higher levels of academic achievement. Additionally, the Empower Grant is used to additional research-based supports to DL 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).

In partnership with Administration, teacher Leadership teams including the MTSS Committee and Behavioral Health Team identify students in need of additional academic and social emotional supports and coach teachers in implementing research-based interventions to ensure that all Hitch students have opportunities to grow and reach higher levels of academic achievement. Additionally, the Empower Grant is used to additional research-based supports to DL students.

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

Hitch works closely with the CPS Human Resources department to find high quality, highly qualified teachers.

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.

Every year, the Administrative Team at Hitch develops a year long professional development plan that incorporates learning on research-based instructional practices in alignment with the goals of the CIWP. For this 2020-22 CIWP, learning cycles have been planned that address the goals of the CIWP and will be provided to all staff.

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

Throughout the school year, the PAC, PTA, and BAC host a number of family engagement events. In addition, the Hitch staff hosts Literacy, Math and Science Nights, Curriculum Nights, and Parent-Teacher Conference days twice a year.

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.

Hitch holds Kindergarten Orientations, Back to School Curriculum Nights, and parent engagement events such a "New Family" orientation and "Boo Hoo" breakfast in order to aid students and their families in acclimating to Kindergarten and Hitch Elementary.

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.

Throughout the school year, teacher leaders on the MTSS Committee coach their colleagues on the use of data to provide differentiated instruction and research-based interventions in their classrooms. Teachers also complete data review exercises at the beginning, middle and end of the year in order to meet the varied needs within their classrooms.

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.

Hitch has a robust MTSS program which allows teachers to identify students with Tier 2 and 3 needs and develop research-based interventions.

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.

Hitch works closely with the Network & District Family and Community Engagement team (FACE) to identify programs and supports that align with the needs of our greater community.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The school works with the LSC, PAC, and PTA to review and spend Title one funds according to Title one regulations. PAC, BAC, and PTA provide regular reports at LSC meetings. Parent feedback is solicited throughout the school year.

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 annual Title 1 meeting will occur in the September/October of 2020. The organizational meeting will occur in September of 2020. The school will host monthly PAC and BAC meetings, and parent engagement events again in 2020-21.

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.

The school will inform all parents/families of existing opportunities for family engagement such as the BAC, PAC, PTA, and LSC. The school will consider all feedback we receive from families. Indeed, the school will convene a PAC and host regularly scheduled meetings to allow this to occur.

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

This occurs during parent teacher conferences in November by providing parents with NWEA and PARCC progress reports as they are made available to schools.

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 only hires teachers that are deemed highly qualified. However, in the event that this did occur, we would immediately notify parents in writing as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

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.

This occurs on curriculum night, family literacy night, family math and science night, parent teacher conferences, and during our parent math education nights.

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.

This occurs on curriculum night, family literacy night, family math and science night, parent teacher conferences, and during our parent math education nights.

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.

This occurs on curriculum night, family literacy night, family math and science night, parent teacher conferences, and during our parent math education nights. Additionally, Hitch works with the PTA and PAC to create parent/student/family events.

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.

Hitch has a full day preK program in SY 2020-2021. We will work with CPS office of Ready to Learn (early childhood) to remain compliant in this regard.

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.

Hitch has a Spanish translator on staff to translate 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.)

Every student will engage in a comprehensive curriculum incorporating rigorous, powerful instruction that empowers all to continuously grow and achieve lifelong success.

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.

Nov. 18, 2020 & April 21, 2021. Parent teacher conferences typically run from 11am-6pm to accommodate working parent schedules. Additional conferences are scheduled throughout the school year as needed by the Parent, Teacher, and Administration.

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

Q1-Q4 report card distribution and Q1-Q4 progress report distribution. Additionally, parents are signed up for the parent portal, and they regularly access their child's grades. Indeed, some parents are signed up for 'trigger' notifications, and they receive an e-mail or text when their child's grade falls below a selected threshold. Additional reports are provided by teachers and administration on an as needed basis throughout the school year.

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

Staff members are generally available for parent access at the following times: before and after school, via electronic communication, and during parent-teacher conferences.

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.

Individuals that complete the CPS volunteer background check can volunteer in the school. Many families volunteer by chaperoning field trips or assisting teachers in their classrooms. Many volunteer opportunities exist throughout the school year.

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

Parents are signed up for the parent portal, and they regularly access their child's grades. Indeed, some parents are signed up for 'trigger' notifications, and they receive an e-mail or text when their child's grade falls below a selected threshold. Hitch will contact students when they are not present for school, via a phone call. Moreover, students that are absent for more than 5 or 10 days will receive the appropriate attendance letter sent home via mail.

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

Staff members are generally available for parent access at the following times: Before and after school, via electronic communication, and during parentteacher conferences.

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).

Hitch students have many responsibilities related to their own education. They must attend school, participate in class, complete curriculum assignments and follow our social/emotional development plan. Likewise, they must follow the CPS student code of conduct.

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.

Hitch seeks to build parent engagement by building partnerships with parent leadership groups in order to strengthen the connection between students' home life and school life. With a focus on equity, family engagement initiatives will seek to unite the strengths of the community to enhance the experience for all students and their families.

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$300.00
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.	\$80.00
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
