

# Edward N Hurley Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Angel Aguirre	Principal	aaguirre@cps.edu	Has access
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Karina Padilla	Literacy Teacher	kpadilla1@cps.edu	Has access
Diana Torres	Primary Teacher	dmtorres2@cps.edu	Has access
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Sergio Jimenez	LSC-Teacher Representative	sojimenez@cps.edu	Has access
Ariana Cornejo	LSC-Chairperson	arianacornejo@gmail.com	No Access
Alex Cameron	Math Teacher	abcameron@cps.edu	Has access

### Team Meetings

Date	Participants	Topic
01/30/2020	Aguirre, Hozian, Jakob, Lopez, Gomez, Craven, Padilla, Torres	MOY Data, Data Collection, Professional Development, SEF
02/20/2020	Aguirre, Hozian, Jakob, Lopez, Gomez, Craven, Padilla, Cameron	CIWP, Priorities Discussion and Review, Walk-Through Reflection and Action Plan Development
01/09/2020	Aguirre, Hozian, Padilla, Torres, Gomez, Lopez (ELPT), Jakob	Academic Conversations and Instructional Core Walks

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
01/22/2020	Aguirre, Hozian, Padilla, Torres, Gomez, Lopez (ELPT), Jakob, Craven	Instructional Core Walk; Sentence Stems; Quick Checks; Professional Development
03/04/2020	Aguirre, Hozian, Padilla, Torres, Gomez, Lopez (ELPT), Jakob, Craven, Cameron	CIWP-Priorities
03/18/2020	Aguirre, Hozian, Padilla, Torres, Gomez, Lopez (ELPT), Jakob, Craven, Cameron	CIWP--TOA Development
04/02/2020	Aguirre, Hozian, Padilla, Torres, Gomez, Lopez (ELPT), Jakob, Craven, Cameron, Patino, Jimenez	CIWP-TOA Review, Refinement; Strategies Review
04/14/2020	Hozian, Padilla, Torres, Gomez, Lopez (ELPT), Jakob, Craven, Cameron, Patino, Jimenez	CIWP-TOA Review, Refinement; Strategies Review

## 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

- 2 - Leadership for Continuous Improvement
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 2 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)
  - 1 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 1 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 2 Make "safe practice" an integral part of professional learning
  - 2 Collaborate, value transparency, and inform and engage stakeholders

- **Evidence:** -The school is in the process of developing content teams to support the teaching and learning of practices. -Within the past year, there were not many people involved on leadership teams. More teachers are need to take roles on different school teams.
- 3 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 2 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Grade Level Teams engage in bimonthly data discussions regarding student work, progress monitoring data, and other instructional data points; Teachers are sent to multiple professional development training in their area of expertise and share their learning with their peers -Leadership team is currently working towards building a community of peer observations and coaching among staff and teachers.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Curriculum is in constant review by the teacher teams; instructional resources for bilingual/dual language classrooms are always sought by teachers and team; Dual Language Leadership Team (DLLT) has developed an action plan to support the work necessary to work in dual language classrooms, such as resources and professional development; Math Team is in development for instructional, curriculum, and resource alignment and coherency
- 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
  - 2 Use questioning and discussion as techniques to deepen student understanding

- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** The School is currently reviewing instructional practices and procedures focused on purposing lessons/instruction more consistently across classrooms/grade levels; utilize resources that support the teaching and learning in the classroom through technology and other instructional resources
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** K-5 assessments vary and need to be aligned for instructional and informational data gathering; Grading category and percentages are necessary for school-wide grading purposes
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 3 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 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:** Menu of interventions is developed; MTSS team meets weekly to review student data and recommendations; protocols are under review and development
- 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:** School Counselor actively works with 6-8th grade students and parents to inform about HS opportunities; college visits are organized for 8th grade students; Naviance workshops are developed and run by the counselor and Social Science teachers

## Quality and Character of School Life

- 2 - Relational Trust
  - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** 2x10 Strategy is utilized by some teachers to develop better relationship with some students; ongoing professional development for restorative practices and conversations in the classroom
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture

- **Evidence:** Lawyers in the Classroom will be visiting 6-8 social science classrooms in the upcoming months; partnership with Junior Achievement is in development for students to learn about fiscal responsibility and other civic opportunities
  - 3 - Physical and Emotional Safety
    - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
    - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
    - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
    - **Evidence:** The school has a PBIS program in place where students know that they should "Be Responsible, Be Respectful, and Be Safe" at all times.
  - 3 - Supportive and Equitable Approaches to Discipline
    - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
    - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
    - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
    - **Evidence:** The teachers and staff have received professional development in restorative practices and restorative conversations and strategies to implement in their classroom(s).
  - 3 - Family & Community Engagement
    - 3 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).
    - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
    - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
    - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
    - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - 3 Partner equitably with parents speaking languages other than English
    - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
    - **Evidence:** The school communicates regularly with teachers and staff through weekly newsletters; parents and community receive monthly calendar with relevant information regarding parent meetings and other upcoming school events; notices are sent to parents and the community regarding any workshops and resources at the school; the school website is updated to share the same information with parents and the community.
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# School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	3
2	Quality and Character of School Life: Relational Trust	2
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
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: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: 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	Math growth among ALL students, with a close concentration on our EL/DL student groups.
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Root Cause 1	Insufficient amount of Professional Development & Teacher Collaboration around Best Practices involving Student Collaboration with Accountable Talk as well as Equitable Access to Content. Staff also needs training around co-teaching in an Inclusion setting to support EL, DL and EL/DL learners who need specific accommodations and modifications.
Area of Critical Need 2	Reading Attainment in Grade 2 with Reading Supports needed in Grades PreK-2nd
Root Cause 2	Shortfall is in teacher collaboration between Dual Language classes and GenEd classes as well as common planning time & alignment of Common Core State Standard Base Curriculum. inconsistent curriculum/resource allocation
Area of Critical Need 3	Promote a positive and welcoming culture and climate among staff/ students
Root Cause 3	Lack of interaction/collaboration between grade levels including the Diverse Learners/General Education/Dual Language Education and inconsistent implementation of programs due to lack of follow through to ensure program effectiveness.
Area of Critical Need 4	No established ILT within the building to support teachers & staff with academic as well as SEL curriculum
Root Cause 4	Less value seen in the work of the ILT by school staff due to a lack of a clear vision or focus. There was no practicality seen in the work being done by the team that connected to teacher's classroom work.

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Reading (Grades 3-8)	Overall		75.00	80.00
	(Blank)			
	Students with IEPs		25.00	30.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
SQRP: National School Growth Percentile - Math (Grades 3-8)  Based on SQRP Data	EL		68.00	70.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS  Based on SQRP Data	Overall		45.00	55.00
SQRP: National School Attainment Percentile - Reading (Grade 2)  Based on SQRP Data	Overall		40.00	60.00
SQRP: National School Attainment Percentile - Math (Grade 2)  (Blank)	Overall		40.00	60.00

**Required metrics (Elementary) (0% complete)**

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

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
3rd Grade Attainment in Math (Blank)					
(Blank) (Blank)					

# Strategies

## Strategy 1

If we do...	High quality professional development that is aligned to school-specific goals of academic improvement with the resources necessary to support collaboration, curriculum and resource alignment
Then we see...	Grade level teams and content specialists collaborating in curriculum alignment to ensure that all grade levels and specialization areas receive data-informed decisions that focus on student growth and attainment in Reading and Math
which leads to...	Gradual percentage (14%) increase across a two year period in Reading and Math growth and attainment on NWEA metrics, with particular focus on our EL and DL student populations.
Budget Description	Pearson Math in K-8; Professional Development; Teacher Buckets for planning and professional development;
Tags	Curriculum, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Conduct an instructional resource inventory across grade levels. Teachers will evaluate their effectiveness and collaborate with administration for renewal.  Tags:CBE: Supports, Interventions, or Extensions, CIDL: Curriculum, CIDL: Digital Learning, Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>• (Not started) Receive PD on Student Assessment System from Network &amp; use assessment data to inform pacing of the units for Reading &amp; Math Standards(CCSS).  Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum, Math: Equitable Access</li> <li>• (Not started) Build a Math Scope &amp; Sequence which aligns with Common Core Standard Instructional Units as well as with Pearson Envision Math Resource for grades K-8.  Tags:Math: Curriculum</li> <li>• (Not started) Provide ongoing PD on Co-Teaching techniques &amp; strategies to ensure all students (EL/DL) are successful in a Gen Ed setting, monitoring &amp; providing feedback to teachers as they progress throughout the year.  Tags:MTSS: Curriculum &amp; Instruction, ODLSS: Instructional Quality, ODLSS: Service Delivery</li> </ul>

	<ul style="list-style-type: none"> <li>(Not started) Conduct PD for teachers in Tru-Dimension best practices: Cognitive Demand that involves student collaboration &amp; accountable talk being the focus as well as how to apply equitable access to the content.</li> </ul> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Learner Focused, Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access</p> <ul style="list-style-type: none"> <li>(Not started) ILT will monitor &amp; provide teachers feedback around the practice of student collaboration and equitable access to rigorous tasks through quarterly check-in and peer observations.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Instruction</p>
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**Strategy 2**

If we do...	Continue building systems and structures for staff and students that promote positive learning climate and constructive relationships
Then we see...	Stakeholders implementing school-specific and student-informed decision-making that increases student and teacher collaboration
which leads to...	A rating of ?Strong? on the 5 Essentials Survey under Supportive Environment and Collaborative Teachers metrics
Budget Description	Continued professional development in SEL strategies and resources; The school would like to add a second security officer; full implementation across grade levels of Second Step
Tags	Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, Safety & Security
Action steps	<ul style="list-style-type: none"> <li>(Not started) Re-train teachers on Second Step curriculum with supporting resources and support implementation through monitoring the lessons taught, provide feedback.</li> </ul> <p>Tags:OSCPA: Social/Emotional Support</p> <ul style="list-style-type: none"> <li>(Not started) Maintain partnerships with community partners, such as but not limited to Gads Hill, SWSOC, SWOP, Communities in Schools, CSI, etc.</li> </ul> <p>Tags:FACE2: Community Partnerships</p> <ul style="list-style-type: none"> <li>(Not started) Engage in professional development in restorative practices and conversations on a quarterly basis: Provide staff feedback monthly around observation of restorative practices</li> </ul> <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p>

	<ul style="list-style-type: none"> <li>• (Not started) Re-establish student committees such as NJHS and Student Government</li> </ul> <p>Tags:SSCE: Student Voice, SSCE: Student Leadership</p> <ul style="list-style-type: none"> <li>• (Not started) Staff will further develop home-school communication, Golden Ticket, Cause for Applause, and PBIS store system utilizing staff, student and parent leadership roles.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Climate and Culture Team will conduct quarterly surveys of students and stakeholders to gauge areas of success and areas of improvement.</li> </ul> <p>Tags:</p>
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**Strategy 3**

If we do...	Use a distributive leadership model to provide data-driven and targeted PD on collaborative practice and expectations
Then we see...	A common school culture fostered by trust and honesty with increased intentional collaboration, improved professional development, and consistent data usage
which leads to...	By the end of SY20-21, we will be a highly effective ILT as measured in the CPS ILT Effectiveness Rubric
Budget Description	Summer Buckets for Teachers; PLCs book study materials
Tags	Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Conduct an ILT Summit/Conference during summer months (virtually or in-person) to organize, train and build leadership skills for teacher leaders to help support the work around instruction reviewing the ILT Rubric.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction, Relational Trust</p> <ul style="list-style-type: none"> <li>• (Not started) Incorporate opportunities for staff to build stronger relationships during grade level and professional development days on a monthly schedule.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p>

	<ul style="list-style-type: none"> <li>• (Not started) Share dates, times, and locations for all ILT meetings with staff to ensure transparency throughout the school.</li> </ul> <p>Tags: Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> <li>• (Not started) Train ILT members around giving feedback from peer observations, first within ILT members themselves and then other staff, building their capacity to lead teachers and staff in best practices around planning, grade level meetings and</li> </ul> <p>Tags: Leadership for Continuous Improvement, Instruction, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>• (Not started) ILT members will complete quarterly reflections using the ILT Rubric to progress monitor points of progress and areas of improvement.</li> </ul> <p>Tags:</p>
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## Action Plan

### Strategy 1

Conduct an instructional resource inventory across grade levels. Teachers will evaluate their effectiveness and collaborate with administration for renewal.

Mar 02, 2020 to May 29, 2020 - ILT

Receive PD on Student Assessment System from Network & use assessment data to inform pacing of the units for Reading & Math Standards(CCSS).

Jun 01, 2020 to Oct 30, 2020 - Principal, AP, ILT

Provide ongoing PD on Co-Teaching techniques & strategies to ensure all students (EL/DL) are successful in a Gen Ed setting, monitoring & providing feedback to teachers as they progress throughout the year.

Aug 31, 2020 to Jun 18, 2021 - Principal, AP, ILT

Build a Math Scope & Sequence which aligns with Common Core Standard Instructional Units as well as with Pearson Envision Math Resource for grades K-8.

Jun 01, 2020 to Jul 31, 2020 - AP, ILT

ILT will monitor & provide teachers feedback around the practice of student collaboration and equitable access to rigorous tasks through quarterly check-in and peer observations.

Jul 13, 2020 to Jun 10, 2022 - Principal, AP, ILT

Conduct PD for teachers in Tru-Dimension best practices: Cognitive Demand that involves student collaboration & accountable talk being the focus as well as how to apply equitable access to the content.

Aug 31, 2020 to Apr 30, 2021 - AP & ILT

## **Strategy 2**

Engage in professional development in restorative practices and conversations on a quarterly basis: Provide staff feedback monthly around observation of restorative practices

Jul 01, 2020 to Jun 30, 2021 - Assistant Principal

Re-establish student committees such as NJHS and Student Government

Jul 01, 2020 to Oct 30, 2020 - Assistant Principal

Maintain partnerships with community partners, such as but not limited to Gads Hill, SWSOC, SWOP, Communities in Schools, CSI, etc.

Jul 01, 2020 to Jun 30, 2021 - Principal

Re-train teachers on Second Step curriculum with supporting resources and support implementation through monitoring the lessons taught, provide feedback.

Aug 31, 2020 to Jun 18, 2021 - Administration

Staff will further develop home-school communication, Golden Ticket, Cause for Applause, and PBIS store system utilizing staff, student and parent leadership roles.

Jul 01, 2020 to Jun 30, 2021 - Administration, PBIS Committee

Climate and Culture Team will conduct quarterly surveys of students and stakeholders to gauge areas of success and areas of improvement.

Jul 01, 2020 to Jun 30, 2021 - Administration, Climate & Culture Team, Parent Groups

## **Strategy 3**

Incorporate opportunities for staff to build stronger relationships during grade level and professional development days on a monthly schedule.

Aug 24, 2020 to Jun 30, 2021 - ILT

Share dates, times, and locations for all ILT meetings with staff to ensure transparency throughout the school.

Jun 01, 2020 to Jun 30, 2021 - ILT

Conduct an ILT Summit/Conference during summer months (virtually or in-person) to organize, train and build leadership skills for teacher leaders to help support the work around instruction reviewing the ILT Rubric.

Jul 01, 2020 to Jul 31, 2020 - Principal, AP

Train ILT members around giving feedback from peer observations, first within ILT members themselves and then other staff, building their capacity to lead teachers and staff in best practices around planning, grade level meetings and

Jul 01, 2020 to Oct 30, 2020 -

ILT members will complete quarterly reflections using the ILT Rubric to progress monitor points of progress and areas of improvement.

Dec 01, 2020 to Apr 29, 2022 - ILT

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

### ESSA Schoolwide Program

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

A comprehensive needs assessment of the entire school will be conducted in order to ascertain that all instructional materials, resources, and services support the teaching and learning of students relative to state content and achievement standards. If and when a resource is not found to meet the needs of the students, said resource will be replaced by a well-researched and scientifically-based tool. This will be conducted by the school instructional leadership team.



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

All students will participate and have access to instructional resources and materials that support their learning. Through the use of our Multi-Tiered Systems of Support (MTSS), all students will have access to

**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.**

Hurley Teachers will be engaging students in strategies that increase student command of their voice. Students will be learning how to have conversations with the teachers and their peers around content pertinent to the Common Core State Standards as well as NGSS (Science) & Civic Standards. Students will be using tasks that involve a certain level of rigor to challenge their thinking while the teacher uses supports so students can always have access to the content being studied. A strong emphasis around vocabulary will be used to support our EL population.

**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 reform strategies that address the needs of all students in the school, and in particular 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 will participate in after-school tutoring and monitored every 5-weeks

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

Hurley School commits to utilizing the District Resources to recruit and interview prospective teachers. Hurley School will also partner with local colleges and universities to develop a human pipeline of candidates to support our mission and vision of meeting the

**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.**

Hurley School will be undergoing major professional development with its teachers staff around areas of best practices that are research-based and proven to be effective. Strategies around student collaboration, rigorous tasks, accountable talk and equitable access to content are some of the major components staff will focus on to improve student learning and data. A special focus will be employed to provide support around special strategies to use with our EL and DL students, specifically with co-teaching in mind for a better inclusion setting. Educating our parents will also be a priority as we work at having classes such as Parent Math and Literacy Fun to make a strong home-school connection.

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

School community involves a strong connection between the staff and parents as well as the neighbors and surrounding businesses. Hurley School and its staff will continue with their traditions and events they have had in place such as a Holiday Performing Arts Program, the WeDay Club involving students and community service and the PAC/BAC meetings for parents providing special gatherings that provide

professional services to help with everyday needs parents may use for support in their homes. Hurley will grow in strategies by developing events that will involve parents being involved in educational and recreational events with their children. A Mother's Day Celebration, Father/Daughter & Mother /Son Dances, partnering with community businesses for students to conduct service hours near the school, Literacy & STEM Family nights to bring education and families together. The school will continue to build out more strategies around new ideas from staff and parents, opening the door for new ideas.

**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.**

The Hurley Preschool Program is in the same building with some of the other primary grades in the school. While there is not much interaction with the other students, the PreK students are familiar with seeing the other grades and their interactions throughout the school day with the teachers and their peers. Preschool teachers use some of these interactions as teachable moments to their classes. Preschool teachers are also in common planning with kinder and other primary teachers to vertically align key developmental levels for students to be successful as they transition into elementary programs.

**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.**

The first step with including Hurley teachers in on decision making for academic assessments will run through the Instructional Leadership Team (ILT). The Leadership Team will undergo summer training to help them understand and work with data as well as best practices in the classroom. These teachers will use this training to turn around and work with their fellow peers in teaching, giving them the capability to make sound, strong decisions on data and instructional practices.

**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.**

Hurley School uses a before and after school program to help support the needs of students who are struggling and need support. With the pandemic and closure of school at the end of 2020, staff will receive training, support, peer observation and feedback around student groups within the daily lessons that are leveled and differentiated. This will increase a focus on student levels and supports needed for certain individuals as well as provide that timely assistance.

**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.**

Hurley School has already started training for its staff around Restorative Practices. The Administration and ILT will continue to seek out more Restorative Practice PD including Social-Emotional Lessons conducted by teachers on a weekly basis that build character and confidence in students. This work will be supported by the PAC/BAC programs offering sessions for parents around the needs in which they may find important to their particular situations.

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## ESSA Targeted Assistance Program

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## 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 Title 1 Annual Meeting and Title 1 PAC organizational meeting will be held on September 25, 2020. All information will be both in English and Spanish and readily available on the Hurley website.  
<http://hurley.cps.edu>

**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 Title 1 Annual Meeting and Title 1 PAC organizational meeting will be held on September 2020. All information will be both in English and Spanish and readily available on the Hurley website,  
<http://hurley.cps.edu> Meetings are announced in the school calendar and notices are sent home seven days prior to the meeting.

**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.**

Parents will hold their schedule monthly ESSA-PAC, BAC and LSC meetings. Parents can request that the administration speak about specific topics during the scheduled meetings. Parents are encouraged to ask questions during the public participation part of the meetings. When parents have additional and specific requests, they are welcomed to call/come to the school and ask their questions. When possible and appropriate school can respond immediately to parents' suggestions.

**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.**

Results of State mandated assessments such as NWEA and ACCESS for ELs will be sent home with the student as soon as they are made available to the school. Students' results along with an explanation of the results in the native language and in English will be provided. There will be general data information meetings held and an open house at the beginning of the school year. When assessments results are in, parents receive information about the students' tests with an explanation in native language and in English. Additionally, parent informational presentations are held during the first few meetings of the parent committee, BAC, LSC and ESSA-PAC.

**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.**

If in case that a student and/or group of students is taught by a teacher who is not highly qualified, as defined by the Title I final regulations, for at least 4 consecutive weeks, parents will be informed by a written notice of such occurrence.

**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.**

The school will assist parents of participating ESSA Title I children, understand the State's academic standards mandated academic assessments, including the alternative assessments, the requirements of Title I part A: how to monitor the child's progress, and how to work with educators, by publishing a Parent Guide that includes the information listed previously.

**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.**

Hurley sends a monthly calendar informing parents about academic and other school activities. Hurley hosts weekly Visuals Arts, reading clubs, nutrition courses for adults. Hurley engages parents in hands on informational meetings for Summit personalized learning platform and dual language program. Diverse learner staff will continue to work with parents in developing individualized plans.

**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.**

During staff development institute days the administration shares the parents' concerns and point of views. Administration builds cultural awareness and staff receives feedback after parents questionnaires are completed.

**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.**

All board approved school calendars are shared immediately with family and community. All parents are informed of school activities by the monthly calendar, as well as the school marquee in the native language and in English. All parents are welcomed and are invited to participate in school activities.

**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.**

All school and parent activities are published in the monthly calendar. All informational documents are published in English and in Spanish. When additional activities are scheduled and are not published in the calendar, an additional specific note will be issued, in English and Spanish, and sent to parents. All documents, letters, newsletters and notices are sent in written in English and Spanish.

### Policy Implementation Activities

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

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

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

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

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

N/A

### School-Parent Compact (Complete)

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

The Mission of the Hurley School Community, in collaboration with family and community partners, is to educate all our students, including English learners, gifted and diverse learners, through a rigorous educational program that encompasses outstanding character values, inquiry, critical thinking, and student centered exploration. We are committed to academic excellence, fine arts and technology that supports our students' readiness for success in college and career as well as celebrated our cultural differences in a safe environment. Hurley's Vision is to provide a rigorous educational program that integrates the fine, performing arts and technology into the curriculum to pursue academic excellence. Our learning community is dedicated to encouraging and supporting all students, including English learners, gifted and diverse learners, while instilling values of good citizenship and respect for all cultures. We are

committed to preparing and graduating students with academic, technological and artistic knowledge, to excel and compare in the ever-changing global community.

**The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.**

The school will have parent-teacher conferences in which this compact will be discussed as it relates to each individual student's academic achievement. The conferences will be held during first and third quarter marking periods as scheduled by the District. Parent-Teacher conferences are also held at the request of either party to inform parents of the students' progress.

Tentative Dates for Parent-Teacher Conferences are:

Q1: Wednesday, November 18, 2020

Q3: Wednesday, April 21, 2021

Tentative dates for Report Card Distribution are:

Q2: Friday, February 12, 2021

Q4: Friday, June 22, 2021

For those students requiring more individualized or corrective monitoring/assistance, parent-teacher conferences will be organized by the teacher and parent discretion and a remediation plan will be developed and approved by student, parent, teacher, and administrator.

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

Parents will receive an academic progress report every 5th Week of the Quarter. If student(s) require more monitoring, then a remediation plan will be put in place by the teacher/parent/student(s). The school also shares student access codes with parents throughout the year so that they can have access to the CPS Parent Portal--where parents can access their child's grades and attendance records. Parents have access to student information and can email their child's teacher directly from the website.

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

School staff is available before and after school and/or with appointment. Parents also meet staff at the beginning of the school year, during open house, and report card pick-up days. Any time that there are field trips parents communicate with office and teaching staff. Additionally, planning committee meetings give parents the opportunities to communicate with administrators and office staff on a monthly basis

**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.**

Hurley School will follow District policy and procedure in affording parents the opportunity to volunteer.

\* Parent volunteers must complete the enrollment form and undergo a background investigation (per CPS policy).

\* All prospective volunteers must be interviewed and approved by the principal of the school where they want to volunteer.

Once parent volunteers are approved by the board and assigned by the principal, they will be placed in classrooms and grade-levels that have requested assistance . If parents are interested in observing the

classroom or participating in the classroom, then in coordination with the teacher and the school administration, a time will be appropriated as requested by the parties.

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

Parents can support and monitor their children's learning as follows: students will attend school regularly, on time, parent will provide a quiet place to study, by monitoring that the homework is completed, signing the agenda everyday, reading with child at home, attending parent-teacher conferences and communicating with teachers and instilling positive behaviors for home and school, show respect for school staff.

**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 participate in the decisions relating to the education of their children by directly participating in the school's LSC, BAC, and ESSA-PAC monthly parent committees, and by attending additional parent workshops and presentations. Parents can consult teachers, staff and/or check the website by calling and/or visiting 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).**

Students will share the responsibility by attending school regularly, coming on time prepared with their homework and supplies, work hard in class, having positive attitude toward self and their learning. Middle school students will share a greater responsibility in becoming independent learners by setting academic goals for themselves, deciding how to accomplish these goals, and assessing their achievements through aspiration portfolios and participating in an advisory period, and adopting the middle school model from 6-8th grade that will allow them to transition into HS smoothly. Students will work to resolve conflicts in positive and nonviolent ways. Students are recognized for good and perfect attendance. Hurley is a PBIS school that recognizes and encourages positive behavior. The addition of CHAMPS to PBIS will continue to support the MTSS behavioral model with Social Emotional Support. Every month the Golden ticket winners receive an incentive and meet with the principal, classrooms who meet the monthly goal for CLAWS for APPLAUSE receive their choice of incentive awards for the class as a whole, the student council can make proposals on issues of improving their participation in academic life. Students are recognized when they participate in sports teams, art activities, clubs, academic teams, and fine art/enrichment student groups.

## **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.**

Meetings for parents throughout the year will include but not limited to: Common Core content standards, student's academic achievement standards, local academic assessments including alternate assessments, the requirements of Title 1, Part A: how to monitor their child's progress; and how to work with educators. Literacy, math, and SEL training.

**Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.**

**Account(s)**

**Description**

**Allocation**

<p><b>51130, 52130</b></p>	<p><b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	<p>\$0.00</p>
<p><b>53405</b></p>	<p><b>Supplies</b> 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.</p>	<p>\$2118.00</p>
<p><b>53205</b></p>	<p><b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$1000.00</p>
<p><b>54125</b></p>	<p><b>Consultants</b> 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)</p>	<p>\$1000.00</p>
<p><b>54505</b></p>	<p><b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.</p>	<p>\$1180.00</p>
<p><b>54205</b></p>	<p><b>Travel</b> 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.</p>	<p>\$0.00</p>
<p><b>54565</b></p>	<p><b>Reimbursements</b> 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.</p>	<p>\$0.00</p>
<p><b>53510</b></p>	<p><b>Postage</b> Must be used for parent and family engagement programs only.</p>	<p>\$0.00</p>
<p><b>53306</b></p>	<p><b>Software</b> Must be educational and for parent use only.</p>	<p>\$0.00</p>
<p><b>55005</b></p>	<p><b>Furniture and Equipment</b> 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.</p>	<p>\$0.00</p>



