

# Charles R Henderson Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

No meetings saved for this plan.

## Framework

### Category scoring

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

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.

- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Leadership encourages high collaboration among staff. Empowers and supports teacher leaders, student voice and parent input to articulate Henderson's shared vision. .
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 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)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Teachers are hired and retained to create balance among staff. Henderson's Culture, climate and environment is student friendly and displays evidence of high achievement. Teachers are supported to cultivate leadership, and are provided multiple opportunities to assume leadership roles and grow.

## 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
  - 4 Curriculum is aligned to expectations of the standards

- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Henderson provides culturally relevant curriculum review EL students. .
- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 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:** Henderson has adopted Achievement Network to support SB instruction.
- 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
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 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:** Consistency in standards based grading is evident at Henderson.
- 2 - MTSS
  - 2 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)
- 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)
- 2 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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:** MTSS practices are implemented consistently in Gen Ed classrooms, however, Henderson does not currently have an interventionist. Further work is required to develop MTSS practices fully.
- 4 - Transitions, College & Career Access, & Persistence
  - 4 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)
  - 4 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:** Henderson's School Counselor provides instruction daily on high schools, college and career choices. Naviance, Ever Fi and multiple other resources are used to support students and their transitions to high school.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 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)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Highly collaborative teams across grade levels provide positive culture and climate conducive to learning for all students and staff.
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 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)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders

- 4 Engage with their community
  - 4 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** Student voice committees, Social Science and civics classes.
- 3 - Physical and Emotional Safety
  - 3 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)
  - 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:** A School counselor, social worker, psychologist and teacher teams provide SEL supports to all students.
- 3 - 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)
  - 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:** Restorative practices are areas for growth, suspensions are used minimally.
- 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:** Multiple parent groups, GEM/GIVES, Family Focus 21st Century Learning, AARP, and Communities in the Schools provide supports.

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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: MTSS	3
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	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
3	Quality and Character of School Life: Family & Community Engagement	4
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	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	Literacy attainment among Gen Ed students
Root Cause 1	Insufficient teacher training of explicit instruction strategies for Gen ed teachers.
Area of Critical Need 2	Math attainment among Gen Ed students

Root Cause 2	Insufficient teacher training of explicit instruction strategies for Gen ed teachers.
Area of Critical Need 3	Literacy attainment among students with IEPs
Root Cause 3	Lack of primary and intermediate Special Ed teachers before SY20
Area of Critical Need 4	Math attainment among students with IEPs
Root Cause 4	Lack of Primary and intermediate Special Ed teachers before SY20

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math)  This vision was chosen because according EOY 2019 NWEA data showed students in Grades 3-8 increased in their Math growth but not enough for students to reach attainment and the growth is not consistent.	African American		53.00	55.00
	Latinx		45.00	50.00
Vision: NWEA Growth G3-8 (Reading)  This vision was chosen because according to EOY 2019 NWEA data showed students in Grades 3-8 decreased in their Reading growth.	African American		45.00	50.00
	Latinx		53.00	55.00
SQRP: National School Growth Percentile - Math (Grades 3-8)  This metric was chosen because at EOY 2019 there were 49% of students on grade level in Math and 51% of students are not reaching grade level in Math. .	African American		45.00	50.00
	Latinx		25.00	30.00
SQRP: National School Growth Percentile - Reading (Grades 3-8)  This metric was chosen because EOY 2019 22% of students were on grade level in Reading and 78% of students are NOT on grade level.	African American		30.00	35.00
	Latinx		25.00	30.00
(Blank)				



### Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> Henderson has in recent years experienced success with 5 Essentials completion.				100.00	100.00

### Custom metrics (50% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Restorative approaches to Discipline. Henderson strives to reinforce positive student behaviors. Intentional SEL practices, daily classes and interventions are woven throughout the school community daily. Henderson works to restore students back to classrooms and teach them to resolve conflicts and learn from their mistakes. We provide a supportive environment consistently.				85.00	90.00
(Blank) (Blank)					

## Strategies

### Strategy 1

If we do...	Purposefully plan for and use standards based (data driven) strategies to remedy student?s misconceptions, then implement Interventions.
Then we see...	Teachers persistent in adjusting instruction and interventions to meet the needs of students. Student misunderstandings are addressed within tiered groups daily and consistently.

which leads to...	Henderson scholars meeting and/or exceeding expected NWEA Growth targets in G3-8 Math and ELA.
Budget Description	Funding provided by IL Empower grant. Teachers participate in Summer planning and professional learning -College courses.
Tags	Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Teachers frequently conducting Item analysis of standards not mastered using Checkpoints. Tags:Assessment: Checkpoint Student Assessment System</li> <li>• (On-Track) Determine (flexible) groups and provide tiered, differentiated instruction daily. Tags:OSEL: Tier 2 and 3 Interventions</li> <li>• (On-Track) Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> <li>• (On-Track) Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning</li> <li>• (On-Track) Provide students frequent, informative feedback with opportunities to revise their thinking and responses. Tags:Assessment: Balanced Assessment and Grading</li> </ul>

**Strategy 2**

If we do...	Provide professional development on use of the Backward Design model of instruction (use ANET resources and strategies for standards based instruction G2-8), Network 11 Scope and Sequence and Creative Strategies Gold (Pre K-1) and provide training on tiered instruction strategies
Then we see...	Teachers prepare for daily instruction with prior knowledge of assessment content; teachers planning for student's misconceptions and teachers creating lessons and projects that deepen student's understanding and mastery of content. Additionally, teachers will consistently differentiate instruction while embedding SEL instruction into the core content.
which leads to...	Henderson scholars meeting and/or exceeding expected NWEA Growth targets in Grades 3-8 ELA and Math.

Budget Description	Purchase Achievement Network assessment and coaching resource for SY21 at \$24,000.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #4-Authentic Learning Experiences
Action steps	<ul style="list-style-type: none"> <li>(Not started) Engage all learners in content areas by differentiating instruction and fully implementing opportunities for student choice (tasks, demonstrate mastery of content, expand learning) Tags: Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery</li> <li>(Not started) Tasks convey the key shifts and practices of fully teaching Common Core Standards, NGSS, SEL and all aspects of the disciplines. Tags: Personalized Learning: Tailored Learning/Differentiation</li> <li>(Not started) School Teams communicate MTSS (SEL) related outcomes to all stakeholders Tags: MTSS: Problem Solving Process, MTSS: Shared Leadership</li> <li>(Not started) Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student Tags: OSEL: Supportive School Environment</li> <li>(Not started) Engage students in learning and foster student ownership of that learning. Tags: SSCE: Student Voice, STE(A)M Schools: School Structures &amp; Culture (SSS2)</li> </ul>

**Strategy 3**

If we do...	Monitor and analyze assessment data (NWEA, mClass, ANET, etc) throughout the instructional cycles, make adjustments to instruction based on data and teach to the standards
Then we see...	Teachers engaged in continuous improvement cycles that: 1. Use the gradual release model to effectively teach standards, 2. Define/determine proven schoolwide math interventions and 3. Consistently implement strategies to target and accelerate math skill development
which leads to...	Henderson scholars meeting and/or exceeding expected SQRP National School Attainment Percentiles in Grades 3-8 Math and ELA.
Budget Description	115 Fund e-learning resources (IXL, The Learning Odyssey, Elevate Learning)

Tags	MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work  Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning. Engage students in learning and foster student ownership  Tags:Math: Rigorous Tasks, Math: Student Discourse</li> <li>• (Not started) Design professional learning (PL) to achieve school-wide improvement goals. (Provide teachers professional training to expertly implement the Gradual Release model of instruction)  Tags:Leadership for Continuous Improvement, Instruction, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) 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  Tags:Structure for Continuous Improvement, Talent, Teacher Leader Development &amp; Innovation: New Teachers</li> <li>• (Not started) Teachers as facilitators, rather than givers of information, supporting students' cognition. Students taking ownership, engaged in collaboration with each other and participating in developing/pursuing their own individualized learning path.  Tags:</li> </ul>

**Strategy 4**

If we do...	Continuous monitoring by the School based team to track and inform growth of all students receiving schoolwide SEL integration and instruction, while focusing on students receiving Tier 2 and Tier 3 supports based on district-wide data to accurately assess student achievement results and school practices
Then we see...	Teachers planning and implementing a monthly schoolwide ISBE SEL standard and using team results to adjust practices that provide scholars with multiple opportunities to demonstrate mastery, prevent failing and absenteeism and target interventions to improve grades below ?C?.
which leads to...	Henderson scholars meeting or exceeding expected SQRP National School Attainment Percentiles in Grades 3-8 Reading and Math.

Budget Description	New Science Teacher, Intermediate Teacher needed. Hire Library Tech teacher.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> <li>(Not started) Develop a weekly monitoring tool to track instruction, all interventions, mastery and acceleration of standards based content by students. Tags:Assessment: Monitoring Student Learning to Support Growth</li> <li>(Not started) 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 Tags:Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps</li> <li>(Not started) School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments Tags:MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions</li> <li>(Not started) MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring. MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 Tags:Structure for Continuous Improvement, MTSS, MTSS: Progress Monitoring</li> <li>(Not started) 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 Tags:FACE2: Parent Engagement, OSEL: Tier 2 and 3 Interventions</li> <li>(Not started) Teachers receive ongoing professional development on SEL Standards integration. Tags:CBE: SEL Integration, MTSS: Curriculum &amp; Instruction, MTSS: Shared Leadership</li> </ul>

**Strategy 5**

If we do...	Develop a school based team to identify intensive supports for DL and EL students based on available data in reading and math and revise school instructional practices
Then we see...	The team develop a menu of intervention strategies and resources to support DL and EL student growth. The menu of interventions will include opportunities for teacher training

	and parent engagement to ensure all stakeholders are informed of and embrace continuous intervention supports.
which leads to...	An increase in Henderson's DL and EL scholars performance on the NWEA DWA as measured on ELA and Math assessments in Gr.3 -8.
Budget Description	Provide for school wide intervention tools: Easy CBM, the Learning Odyssey, IXL, NearPod and Elevate Learning.
Tags	OSEL: Tier 2 and 3 Interventions, Personalized Learning: Learner Focused
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Develop a weekly or bi-weekly monitoring tool to track instruction, all interventions, mastery and acceleration of standards based content by DL, EL and EL/DL students proficiency levels in ELA and Math.  Tags:Assessment: Monitoring Student Learning to Support Growth</li> <li>• (Not started) 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 for DL and EL students as well as EL/DL students.  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> <li>• (Not started) School Teams monitor and analyze student's progress to determine and implement needed instructional adjustments for DL, EL and EL/DL students according to their performance on interim assessments.  Tags:Assessment: Checkpoint Student Assessment System, Personalized Learning: Learner Focused</li> <li>• (Not started) School Teams clearly define the method, duration, frequency, and measures for progress monitoring for DL, EL and EL/DL students.  Tags:Assessment: Balanced Assessment and Grading</li> <li>• (Not started) Notify parents of DL and EL students of their children's progress or lack of it, inform them of the strategies used to help them at school and how to continue to support the instruction at home.  Tags:MTSS: Family and Community Engagement</li> </ul>

# Action Plan

## Strategy 1

On-Track Oct 14, 2020

Teachers frequently conducting Item analysis of standards not mastered using Checkpoints.

Sep 09, 2020 to Jun 11, 2021 - Classroom Teachers

On-Track Oct 26, 2020

Determine (flexible) groups and provide tiered, differentiated instruction daily.

Sep 14, 2020 to Jun 11, 2021 - Classroom Teachers

On-Track Dec 02, 2020

Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

Sep 14, 2020 to Jun 11, 2021 - Classroom Teachers, ILT

On-Track Sep 29, 2020

Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning

Sep 14, 2020 to Jun 11, 2021 - Classroom and Push in support teachers,

On-Track Oct 05, 2020

Provide students frequent, informative feedback with opportunities to revise their thinking and responses.

Sep 14, 2020 to Jun 11, 2021 - Classroom and Push in Support Teachers

## **Strategy 2**

Engage all learners in content areas by differentiating instruction and fully implementing opportunities for student choice (tasks, demonstrate mastery of content, expand learning)

Sep 14, 2020 to Jun 10, 2022 - Teacher Teams, ILT, MTSS

Tasks convey the key shifts and practices of fully teaching Common Core Standards, NGSS, SEL and all aspects of the disciplines.

Sep 14, 2020 to Jun 10, 2022 - Teachers, Specialists, Counselors, and MTSS teams

School Teams communicate MTSS (SEL) related outcomes to all stakeholders

Sep 14, 2020 to May 27, 2022 - Teacher Teams, ILT, MTSS, Culture and Climate

Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student

Aug 24, 2020 to Jun 10, 2022 - Admin, Teachers, ILT, MTSS and all stakeholders

Engage students in learning and foster student ownership of that learning.

Sep 08, 2020 to Jun 10, 2022 - Teachers, ILT and MTSS Teams

### **Strategy 3**

Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

Jul 06, 2020 to May 27, 2022 - Admin, ILT

Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning. Engage students in learning and foster student ownership

Aug 24, 2020 to Jun 03, 2022 - Teacher Teams, ILT

Design professional learning (PL) to achieve school-wide improvement goals. (Provide teachers professional training to expertly implement the Gradual Release model of instruction)

Jul 06, 2020 to Jun 10, 2022 - ILT, Teacher Teams, Admin

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

Jul 01, 2020 to Sep 01, 2020 - Admin, ILT

Teachers as facilitators, rather than givers of information, supporting students' cognition. Students taking ownership, engaged in collaboration with each other and participating in developing/pursuing their own individualized learning path.

Aug 26, 2020 to May 23, 2022 - Teachers

### **Strategy 4**

Develop a weekly monitoring tool to track instruction, all interventions, mastery and acceleration of standards based content by students.

Aug 24, 2020 to May 23, 2022 - Admin, ILT, Teacher teams

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

Jul 20, 2020 to May 27, 2022 - ILT, MTSS, Admin

School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments

Sep 07, 2020 to May 27, 2022 - Teacher Teams, ILT



MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring. MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3

Aug 24, 2020 to Jun 10, 2022 - MTSS, ILT, Teacher Teams

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

Sep 21, 2020 to May 16, 2022 - Teacher Teams, MTSS, ILT

Teachers receive ongoing professional development on SEL Standards integration.

Oct 15, 2020 to Oct 15, 2021 -

## **Strategy 5**

Develop a weekly or bi-weekly monitoring tool to track instruction, all interventions, mastery and acceleration of standards based content by DL, EL and EL/DL students proficiency levels in ELA and Math.

Aug 27, 2020 to Jun 10, 2022 - MTSS/ILT, DL Teachers

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 for DL and EL students as well as EL/DL students.

Jul 01, 2020 to Jun 11, 2021 - ILT, Teacher Teams, MTSS

School Teams monitor and analyze student's progress to determine and implement needed instructional adjustments for DL, EL and EL/DL students according to their performance on interim assessments.

Sep 14, 2020 to May 28, 2021 - ILT, Teacher Teams, MTSS

School Teams clearly define the method, duration, frequency, and measures for progress monitoring for DL, EL and EL/DL students.

Jul 13, 2020 to May 28, 2021 - ILT, MTSS, Teacher Teams

Notify parents of DL and EL students of their children's progress or lack of it, inform them of the strategies used to help them at school and how to continue to support the instruction at home.

Jul 01, 2020 to May 28, 2021 - ILT, MTSS, Teacher Teams, Admin

## **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.**

The school annually reviews the schoolwide plan/program and completes the School Effectiveness Framework to gauge the work needed at the school. 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.

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

Schoolwide Henderson incorporated the Backward Design model to deliver appropriate instruction. Teachers know, before they teach, students areas of strength, areas of growth and where scholars need to expand their knowledge. Henderson partners with the Achievement Network, Network 11 and the OECE to ensure scholars are provided multiple opportunities to accelerate academic achievement and develop critical thinking, math problem solving and language skills.

**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.**

Henderson uses an "Explicit Instruction" model to provide grade level instruction to all scholars; Gen Ed, DL and EL daily. Additionally, teachers provide tiered instruction in ELA and Math to increase and expand all student's access to education and meet their needs. High quality interventions and resources are provided to ensure our scholars, 100% of whom are historically under served, have opportunities for consistent growth and achievement.

**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).**

Henderson scholars are supported in a social and emotionally safe environment. Teacher teams diagnose areas of growth, plan for interventions, and progress monitor to ensure growth and achievement.

Henderson provides for a full time school counselor, social worker, and partners with various independent behavioral and psychological support agencies like HRDI, Mallory and Associate, KC Cares and the like.

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

Henderson regularly updates the School website, partners with District HR departments and local colleges and universities to attract, determine and interview well qualified candidates.

**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.**

Henderson plans for and implements weekly professional learning during grade level and after school development sessions. Additionally, Henderson teachers and staff participate in summer professional learning provided by Teachers College of Columbia University in New York, and District wide professional learning offers.

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

Henderson partners with Family Focus, CS4ALL, Kennedy King College, SWOP (SouthWest Organizing Project), and COFI (Community Organizing and Family Issues) to increase family engagement and to provide GED, Technology and classes on how Parents may provide students support.

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

Plans consist of weekly visits in April/May, to daily visits (in June) to the Kindergarten Classroom as scholars begin to "Step up" and transition to Kindergarten class from Pre K. Additionally, summer instruction is provided three (3) days per week to prepare scholars for full participation in the Kindergarten classroom.

**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.**

Henderson teachers implement SB instruction within the Backwards Design Model using Checkpoints and ANET assessment resources. ILT Members (School Leadership Team) reviews various intervention models and assessment resources to present to faculty and the full team for analysis and discussion. After appropriate tools are chosen and vetted by the School ILT team, voting and implementation of the adopted assessments and intervention resources begin.

**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.**

Teacher training on use of the LLI (Leveled Literacy Intervention) resource will ensure it's use with consistency and fidelity. Student's weekly assessments and their progress is analyzed continually. Adjustments to instruction is provided daily during tiered lessons. Progress monitoring of effectiveness of strategies for improvement/interventions occurs continuously. Analysis and grading of student tasks/assessments must occur Immediately after submission in order for teachers to plan for intervention, plan for support and reinforcement and plan for extensions to learning.

**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.**

All federal, state and local funded programs are integrated to support Henderson's school wide programming. All Programs offered and adopted should fully comply within NCLB guidelines. Family training occurs during Report Card and Family nights. Family Focus and De Paul University provide biweekly classes on nutrition, adult education, job training and other community needs. Parent University classes are attended and embraced by Henderson parents, families and community.

## **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.**

Henderson parents and families are involved in the development and all revisions of the CIWP, NCLB Parent spending and Fund Compliance through multiple sessions held during the school year. Local School Council, Parent Advisory Council, Bilingual Advisory Council and Family Focus COFI committee meetings are held in open meetings that are well publicized before being held.

**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 LSC organizational meeting is held yearly in July, 2020. Henderson will hold the Annual Principal's Meeting for the PAC and BAC in September, 2020 following opening sessions to set meeting dates and times and to determine officers. The PAC Organizational meeting will be held in early October, 2020. Officers of the PAC and meeting dates and times will be publicized at that time. A monthly calendar of LSC, PAC and BAC meetings will be developed, posted in the school and on the website as well as distributed to all parents and community members. Parents have input and are notified of school wide events via the Website, Newsletters, postings on the marquee, Parent bulletin boards and posted throughout the school.

**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.**

Henderson parents are notified of school achievement meetings via newsletters, postings on the school website and parents meetings held. Promotion expectations and requirements, curriculum content, Progress Monitoring reports, and assessment data is share with parents often. Parents are contacted to support student achievement, provide input on student's learning and help monitor student's progress towards achievement. Monthly meetings are held at all grade levels to ensure parents and students are knowledgeable of their performance.

**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.**

Henderson parents are provided weekly reports of student's progress, 5 week progress reports, On track data reports, report cards, and IEP report cards. Additionally, parents are provided with assessment data and students progress toward benchmarks/attainment levels. Reports are provided during Open House, Report Card Pick Up conferences, and during weekly check ins with the teacher. The goal is for consistent two way feedback that should lead to improved student achievement.

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

Parents are notified in writing immediately if their child is not being taught by a highly qualified teacher.

**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.**

Parent meetings and conferences are held often (weekly as needed) to describe CCS, NGSS, Checkpoints, teacher made, ANET and intervention assessments. Henderson parents are provided individual student level as well as local school assessment data from both the DWA and ISBE assessments. Parent training on the use of "Parent Portal" is held regularly and often to ensure parents have access to student's current class/content level performance and student's daily attendance data.

**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.**

Parents attend literacy training and seminars to learn how they may assist their children in improving their academic performance through onsite sessions and CPS Parent University. Computers were purchased to facilitate parent training, parents daily access to Parent Portal, and to support volunteer work at the school. Parent training sessions occur at various times during the month facilitated by COFI, SWOP, DePaul Univ. and Kennedy King College.

**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.**

Henderson teachers and staff include parents daily, weekly or as often as deemed necessary to ensure student success. Some parent are contacted more than others due to an increased school wide effort to improve attendance and grades. Our collective goal is to improve student achievement, Parents as equal partners will help to make this goal a reality. Teachers meet with parents monthly at schoolwide events, progress monitoring sessions and during teacher meetings. All Henderson parents are invited to participate in Monthly Morning Meetings, and at Side by Side sessions. Notification of conferences may be sent via email, letters, phone calls or through in person home visits.

**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.**

Parent meetings for Pre K students are scheduled monthly. However, daily contact with Pre K parents is the norms. Many parents volunteers and are encouraged to work in the Pre K classrooms daily. Also, parents are invited to attend LSC, PAC, BAC meetings, and SWOP and COFI Parent training. We encourage parents to volunteer in and around the school as soon as their background checks have been completed and approved.

**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 flyers, newsletters, and information provided on the Henderson Website are available in both English and Spanish. The Bilingual Coordinator and school clerk support Spanish only speaking parents. Phone calls, notes home and notices on the marquess are printed in easy to read and understand formats and may be distributed or posted to support information dissemination to parents.

### **Policy Implementation Activities**

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

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

**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.)**

Mission

At Henderson, Students are supported in a social and emotionally safe environment.

? Teacher teams diagnose areas for growth, plan for interventions, and progress monitor to ensure consistent growth and student achievement.

? Teachers use multiple strategies to inform and support instructional delivery.

? We are committed to delivering high quality, differentiated, data driven instruction daily.

? All teachers and staff focus on meeting the needs of each individual student.

**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.**

Reports are provided during Open House (Sept. 2020 and 2021), Report Card Pick Up conferences (Nov. 2020 and April 2021), and during weekly check ins with the teacher. The goal is for consistent two way feedback that should lead to improved student achievement.

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

Henderson parents are provided weekly reports of student's progress, 5 week progress reports, On track data reports, report cards, and quarterly IEP report cards. Additionally, parents are provided with assessment data and students progress toward benchmarks/attainment levels.

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

Teachers are available to meet with parents daily before school during preps (7:30-8:00A), during school prep times (8:00, 10:00, 12:45 and 1:45) and after school daily at/after 2:45pm. Parents may schedule an in person conference, google meet or a phone call meeting may be scheduled. Parents have access to teacher's emails and phone numbers as well.

**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.**

Parent volunteers may complete an application to volunteer in classes, or on field trips. After successful completion of the application and approval via the CPS Volunteer process, parents may visit students in classes daily. However, unless providing agreed upon/ administrator approved classroom support we ask that parents limit their visits to 15 min in order to limit distractions of other students. Parents may visit teacher's classrooms to support the improvement of their individual scholars learning.

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

Parents are trained on the use of "Parent Portal" to ensure that they have access to student's current class/content level performance and student's daily attendance data. Henderson expects parents to act as partners and monitor their child's tasks, the successful completion of assignment, achievement grades and attendance daily.

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

Henderson parents are notified of school achievement meetings via newsletters, postings on the school website and parents meetings held. Promotion expectations and requirements, curriculum content, Progress Monitoring reports, and assessment data is share with parents often. Parents are contacted to support student achievement, provide input on student's learning and help monitor student's progress towards achievement.

**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).**

Chas. Henderson Academy prepares all students for success in college and careers. We empower students to solve problems, collaborate and explore their creative potential. Henderson scholars are expected to 1. Come to school daily and on time, prepared to learn 2. Think, read, compute and participate fully in school daily, 3 Follow all school rules. 4. Believe in yourself!

## **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.**

Funds used to provide parents with monthly training on how to best support student achievement. COFI, DePaul and Kennedy King College will be among the providers. Refreshments compliment parent engagement.

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



**Account(s)****Description****Allocation**

<b>51130, 52130</b>	<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.	\$0.00
<b>53405</b>	<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.	\$1213.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$450.00
<b>54125</b>	<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)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<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.	\$0.00
<b>54565</b>	<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.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<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.	\$0.00