

Jane A Neil Elementary School 2020-2022 plan summary

Team

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Tawane Knox	Principal	trknox@cps.edu	Has access
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Chamell Adams	Parent	chamell15@yahoo.com	Has access

Team Meetings

Date	Participants	Topic
01/31/2020	Angela Harris, Chamell Adams, Rose Shannon, Mia Preston, Brittany Hampton, Latoya Dameron	Establishment of Team, Roles and Responsibilities, SEF Self-Assessment
02/12/2020	Tawane Knox, Angela Harris, Chamell Adams, Brittany Hampton, Danta Coney, Mia Preston, Jamesetta Scott, Joyce Cheatem	Complete SEF Assessment, Identify Areas of Critical Needs
02/19/2020	Tawane Knox, Angela Harris, Chamell Adams, Sharon Tylon, Jamesetta Scott, Mia Preston, Brittany Hampton	Set Goals, Root Cause Analysis

Date	Participants	Topic
03/04/2020	Tawane Knox, Angela Harris, Chamell Adams, Sharon Tylon, Danta Coney, Jamesetta Scott, Mia Preston, Brittany Hampton	Root Cause Analysis
03/11/2020	Tawane Knox, Angela Harris, Joyce Cheatem, Sharon Tylon, Jamesetta Scott, Mia Preston, Brittany Hampton	Root Cause Analysis
04/15/2020	Angela Harris, Joyce Cheatem, Latoya Dameron, Rose Shannon, Sharon Tylon, Mia Preston, Danta Coney, Jamesetta Scott, Brittany Hampton	Theory of Action
04/29/2020	Tawane Knox, Angela Harris, Latoya Dameron	Action Steps
05/06/2020	Tawane Knox, Angela Harris, Latoya Dameron, Chamell Adams	Fund Compliance

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
 - 2 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)
 - 1 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders

- **Evidence:** State of the School Presentation, Open House, LSC Meetings, Instructional Leadership Team, Grade Level Team Meetings, Data Meetings, Coaching and Mentoring via Intellectual Child Consulting Services, Weekly Staff Bulletins, PAC Team Meetings, Peer Observations and Peer Feedback.
- 3 - Structure for Continuous Improvement
 - 2 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 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:** Grade Band Teacher Leaders, Interview Team, Standard Interview Protocol Document, New Teacher Orientation, Data Meetings with Staff(SQRP Analysis), Illinois Empowerment Grant, Bulletin Board Protocol, Vision and Mission Posters, Check In Visits

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
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 3 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:** African American Units, CKLA/Amplify Curriculum Eureka Math, Second Step, SEL Day, CIA Curriculum, Scholastic Book Room (Leveled Readers), American Reading Company, Network 12 Pacing Guides, Teacher Lesson Plans, Edgenuity, Renaissance, Coach Digital, High School Tours
- 2 - Instruction
 - 3 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
 - 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
 - 2 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:** Morning Meetings, Goal setting meetings with students, Accountable Talk, Recognition Assemblies, Small Group Instruction Lesson Plans, PBIS Cool Tools, Eureka, Amplify, MTSS Meetings, Aspen Gradebook
- 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
 - 2 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
 - 1 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
 - 2 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:** Aspen Gradebook, Edgenuity, Short Unit Cycle Assessments, Interim Assessments, Measuring Up Live, Gradebook Practices Form
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)

- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 3 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)
- 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)
- 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 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:** MTSS Menu of Interventions, Tiered Criteria, MTSS Plans via Aspen, Parent Notification Letters for tiered students, Renaissance, Edgenuity, Measuring Up Live, H.E.L.P, Parent Meetings
- 2 - Transitions, College & Career Access, & Persistence
 - 2 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
 - 2 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:** Naviance, CTE Visits, High School Visits, Advisory Lessons, Michigan State University Partnership, BAGS, GoCPS

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)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** PBIS Cool Tools Lessons, PBIS Professional Development, PBIS Store, H.E.L.P, Peace Circles, Check In Check Out, Counseling, Adult SEL Professional Development, Second Step, School Committees
- 2 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 1 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** Student Council, NEHS, SEL Advisory , Career Day, Pearson Social Studies Curriculum
- 2 - Physical and Emotional Safety
 - 2 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)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 2 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:** PBIS Cool Tool Lessons, SOAR Pledge, SEL Day, TREP PD, Conscious Discipline PD, PBIS Team Meetings, Restorative Practices Meetings, Student, Parent, and Staff Handbooks, Staff Handbook Review, Discipline Protocol, CHAMP Expectations,
- 2 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** PBIS Cool Tool Lessons, Second Step, Dashboard, Student Logger, Discipline Protocol, Check In Check Out, Peace Circles
- 3 - Family & Community Engagement
 - 2 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:** Open House, State of the School Address, Local School Council, Monthly PAC Meetings, Parent Portal Sign Up, Parent Student Handbook, Muffins with Moms, Donuts with Dads, Pastries with Parents, CPD Breakfast

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

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	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	Instruction
Root Cause 1	Lack of planning time to incorporate various resources for effective instruction.
Area of Critical Need 1	Student Voice
Root Cause 2	Lack of staff willing to or have time to lead Student Council
Area of Critical Need 3	Balance Assessment and Grading

Root Cause 3	Lack of training on how to analyze and utilize assessment data to determine instructional effectiveness.
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Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Math (Grade 2) Only 4% of the 2nd graders reached attainment and 17% met their growth projections.	African American		25.00	30.00
	Overall		25.00	30.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) 11% of students in grades 3-8 reached attainment and only of 50% of this group met their growth projections.	African American		16.00	22.00
	Overall		16.00	22.00
SQRP: National School Attainment Percentile - Reading (Grade 2) 5% of students the second graders reached attainment.	African American		25.00	30.00
	Overall		25.00	30.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) 28% of the students in grades 3-8 reached attainment and 60% met their target projections.	African American		33.00	38.00
	Overall			
Vision: NWEA Growth G3-8 (Math) 31% of students demonstrated growth in math	Students with IEPs		37.00	39.50
	Overall			

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey According to the 2019 5 Essentials, Neil is currently moderately organized.				4.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	Provide training, support and monitoring to teachers on the planning, implementation and evaluation of instruction using researched based academic resources
Then we see...	teachers intentionally plan instruction to meet the individualize and grade level needs of students as well as students mastering foundation and prerequisite skills necessary to close the academic achievement gap
which leads to...	students in grades 3-8 demonstrating 5% to 10% growth in attainment over a course of two years between SY2020-2022 school years based upon results from the DWA.
Budget Description	People: 1. Teacher 2. ILT 3. Grade Level Teams 4. Support Staff (SECAs, Clerks, Security) 5. Administration Time: 1. 3- 10 week Out of School Time Sessions 2. 2 - 6 week Saturday School programs 3. 2 - 1/2 PDs for training with vendors 4. 1 Day Coaching Session per week with identified teachers 5. 1/2 per quarter for Teacher planning (Interim Assessments prep) Funding: to 1. provide training of research based resources from specified vendors and coaches 2. Extended Funds for Teacher Training (PD), Saturday School staff, OST staff and teacher planning time 3. Substitute Coverage for Teacher PDs 4. Coaching Consultants (instruction and writing) 5. Researched based curriculum and software programs (i.e. Coach Digital, MUL, My Quest, Unique, CCP, Scholastic, Raz Kids/Learning A-Z, Renaissance, Elevate K-12) 6. Technology - Chromebooks, interactive boards/monitors 7. Textbooks - consumables (math, vocabulary, writing, reading), class libraries, novel study sets
Tags	Curriculum, Instruction, MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams, Math: Curriculum

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Train teachers on using instructional researched based curriculum and software to plan for grade level instruction and differentiated lessons Tags:Literacy: Shift 4-21st Century Professional Learning, Math: Curriculum • (Not started) Train teacher on using school-wide instructional delivery strategies (i.e. close reading, skills and steps) Tags:Literacy: Shift 4-21st Century Professional Learning, Personalized Learning: Tailored Learning/Differentiation • (Not started) Train teachers on using data to inform daily instruction based upon students current academic levels Tags:Literacy: Shift 4-21st Century Professional Learning, Personalized Learning: Tailored Learning/Differentiation • (Not started) Provide dedicated GLT time for teachers monthly to provide feedback on lesson planning and grade book checks aligned to instruction Tags: • (Not started) GLT will conduct peer learning walks monthly to provide feedback on implementation of school-wide instructional delivery strategies or small group instruction Tags: • (Not started) GLT will conduct quarterly interim assessment analysis to provide peer feedback to teachers to guide on-going planning and implementation of instruction Tags: • (Not started) Provide dedicated time to teachers quarterly to conduct interim assessment data deep dive in order to determine future instruction for grade level instruction, small group instruction or individualize instruction. Tags: • (Not started) Provide dedicated time weekly for GLT leads to meet, plan, prepare and provide support for GLT meetings Tags: • (Not started) Create a calendar detailing GLT specific meetings (i.e. learning walks, interim assessment analysis meetings, data deep dive planning sessions, etc.), teacher training and lesson plans check/reviews Tags:
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Strategy 2

If we do...	intentionally and consistently plan and implement small group instruction based upon students' identified learning deficits and benchmark goals, monitoring progress and adjusting based upon a variety of assessment results,
Then we see...	teachers providing high quality differentiated instruction that addresses the academic needs of all students
which leads to...	students in grades 3-8 demonstrating 5% to 10% growth in attainment over a course of two years between SY2020-2022 based upon results fro the DWA.
Budget Description	1. Research based assessment and resource software (i.e. Renaissance and Coach Digital) 2. Textbook - Eureka and Go Math 3. Professional Development/Training on MTSS process, documenting and data analysis 4. Extended Day Funds for planning and training
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, FACE2: Parent Engagement, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Formative Assessment, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Train teachers on the use of research based school-wide instructional resources to provide small group instruction (i.e. Renaissance, Coach Digital, American Reading Company, Amplify- What's Next etc.) Tags:Literacy: Shift 4-21st Century Professional Learning, Math: Curriculum (Not started) Train teachers on the school-wide MTSS protocol and district wide logging tool in ASPEN Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring (Not started) Provide dedicated instructional time during Reading and Math to provide SGI for students at every tier level Tags:MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation (Not started) Conduct quarterly instructional learning walks to monitor planning, implementation and evaluation of Small Group instruction Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring (Not started) Administer pre and post reading and math diagnostic assessments in 5 week cycles to progress monitor students mastery of content Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth

Strategy 3

If we do...	create and supervise a student advisory board (team) to allow student voice and input into school-wide policies, expectations, and activities/events
Then we see...	teachers and staff accessing input from students in order to collaborate on school wide climate and culture improvements, academics and SEL as well as community engagement and civic involvement
which leads to...	growth on the 5 Essential Survey from weak to strong on the student response section and from "Moderately Organized" to 'Well Organized' on overall survey as well as a rating of "Exemplary" on the Supportive Schools Certification by the end of SY22.
Budget Description	1. PD on Restorative Practices for students and key staff 2. Student Transportation 3. Incentives (i.e. PBIS & Field Trips fees) 4. Extended Day for staff 5 Substitute Coverage for PD training for staff 6. Stakeholder events 7. Branding Materials 8. SEL Kits (i.e. 2nd Step, Stanford Harmony) 9. SEL Software (i.e. Naviance)
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction, Transitions, College & Career Access, & Persistence, Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, Family & Community Engagement, CBE: SEL Integration, CIDL: Digital Learning, ECCE: Career and Technical Education, Equity: Fair Policies and Systems, Equity: Inclusive Partnerships, Equity: Liberatory Thinking, FACE2: Community Partnerships, FACE2: Parent Engagement, MTSS: Family and Community Engagement, MTSS: Problem Solving Process, ODLSS: Behavior Support, ODLSS: Cluster Programs
Action steps	<ul style="list-style-type: none"> (Not started) Create an elected a diverse student advisory committee Tags: OSEL: Supportive School Environment (Not started) Survey all stakeholders to determine SEL and culture and climate areas of concerns and identify 3 major school-wide focus areas Tags: SSCE: Inclusive Partnerships (Not started) Conduct monthly Student Advisory Committee meetings to obtain student/stakeholder input on addressing major school-wide focus/concerns as well as attendance and truancy issues Tags: Student Voice, Engagement, and Civic Life (Not started) Provide staff training on working with student advisory boards Tags: Leadership for Continuous Improvement

Action Plan

Strategy 1

Train teachers on using instructional researched based curriculum and software to plan for grade level instruction and differentiated lessons

Aug 31, 2020 to Dec 19, 2020 - Administration

Train teacher on using school-wide instructional delivery strategies (i.e. close reading, skills and steps)

Aug 31, 2020 to Dec 18, 2021 - Instructional Consultant

Train teachers on using data to inform daily instruction based upon students current academic levels

Aug 31, 2020 to May 14, 2021 - Administration

Provide dedicated GLT time for teachers monthly to provide feedback on lesson planning and grade book checks aligned to instruction

Sep 07, 2020 to Jun 03, 2022 - GLT Leads

GLT will conduct peer learning walks monthly to provide feedback on implementation of school-wide instructional delivery strategies or small group instruction

Oct 05, 2020 to May 13, 2022 - GLT and ILT

GLT will conduct quarterly interim assessment analysis to provide peer feedback to teachers to guide on-going planning and implementation of instruction

Sep 07, 2020 to May 20, 2022 - GLT and ILT

Provide dedicated time to teachers quarterly to conduct interim assessment data deep dive in order to determine future instruction for grade level instruction, small group instruction or individualize instruction.

Nov 16, 2020 to Apr 29, 2022 - GLT Leads

Provide dedicated time weekly for GLT leads to meet, plan, prepare and provide support for GLT meetings

Sep 14, 2020 to Jun 03, 2022 - Administration

Create a calendar detailing GLT specific meetings (i.e. learning walks, interim assessment analysis meetings, data deep dive planning sessions, etc.), teacher training and lesson plans check/reviews

Aug 31, 2020 to Sep 04, 2020 - ILT Team

Strategy 2

Train teachers on the use of research based school-wide instructional resources to provide small group instruction (i.e. Renaissance, Coach Digital, American Reading Company, Amplify- What's Next etc.)

Aug 31, 2020 to Dec 18, 2020 - Administration

Train teachers on the school-wide MTSS protocol and district wide logging tool in ASPEN

Aug 31, 2020 to Nov 13, 2020 - MTSS Team

Provide dedicated instructional time during Reading and Math to provide SGI for students at every tier level

Sep 07, 2020 to May 27, 2022 - ILT

Conduct quarterly instructional learning walks to monitor planning, implementation and evaluation of Small Group instruction

Oct 05, 2020 to May 20, 2022 - GLT Leads

Administer pre and post reading and math diagnostic assessments in 5 week cycles to progress monitor students mastery of content

Oct 05, 2020 to May 13, 2022 - MTSS Team/Tech Teacher

Strategy 3

Create an elected a diverse student advisory committee

Sep 07, 2020 to Oct 16, 2020 - Counselor

Survey all stakeholders to determine SEL and culture and climate areas of concerns and identify 3 major school-wide focus areas

Sep 21, 2020 to Nov 27, 2020 - Counselor/Culture & Climate Team

Conduct monthly Student Advisory Committee meetings to obtain student/stakeholder input on addressing major school-wide focus/concerns as well as attendance and truancy issues

Sep 28, 2020 to Jun 10, 2022 - Counselor/Attendance Team

Provide staff training on working with student advisory boards

Sep 07, 2020 to Oct 02, 2020 - Counselor/OSEL

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

ILT and GLT met to review student data (i.e. NWEA, SANDI, and benchmark assessments) to determine specific research based digital and non-digital resources needed to support instruction. Staff was provided with a survey to provide input on which instructional resources to continue or discontinue, suggestions on new academic and SEL researched based resources to purchase, as well as classroom supplies necessary to improve the overall learning environment that will result in the direct impact on student achievement.

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

As a comprehensive learning environment where the student population is 48% diverse learners (in which 35% are medically fragile) and 52% general ed, Neil make every effort to ensure every child receives equitable instruction. Student data from a variety of sources (NWEA, SANDI, Benchmark, etc.) are used to determine the academic needs of the students. In addition, information and data from the 5 Essential Survey and school-wide Culture/Climate survey are also used to determine students SEL needs, specific to those needs that impact students' achievement levels.

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.

Neil uses a variety of instructional strategies based on scientifically-based research that strengthens the core academic program, such as: Core Academic Instruction emphasizing differentiation, Small Group Instruction, MTSS interventions at each tier level, Instructional Delivery strategies: Gradual Release of Responsibility, Skills and Steps, Annotated Math Lessons, Accountable Talk, Math/Science Talks, as well as SEL strategies such as: Sandford Harmony behavioral strategies/techniques and Sensory Supports (both academic and social)

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).

Neil students receive tier1 supports, such as small group instruction provided specifically by the assigned classroom teacher. However, Neil students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the IL Empower target population receive tier 2 and tier 3 supports, which include but are not limited to programs for tiered groups from Elevate K-12, Mentoring/Counseling supports from the School Counselor, Social Worker or Partner SEL Agency.

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

Neil uses a variety of sources to attract and recruit high-quality, highly-qualified teachers which includes but is not limited to CPS Taleo system, Teach for America, Community, State and National Universities, recommendations from experience high performing teachers and internal school recruitment of paraprofessionals.

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.

Neil staff participates in ongoing professional development throughout the school year. Teachers participate in PDs around school-wide academic and SEL focus including specific training on digital and non-digital instructional resources. Paraprofessionals also consistently participate in school-wide academic and SEL training in an effort to support teachers during daily instructions, provide personalized care to students as well as maintain self-care for self while servicing students. Training for teachers and paraprofessionals are provided by administration, key staff/teams, licensed vendors (Academic and SEL) as well as certified network and district staff. Principal and AP participate in the academic and SEL training provided to both teachers and paraprofessional at the local school level. Administration also attends PD provided by the network, district, national organization, local, state and national universities as well as vendors specific to the school and public education organizations.

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

Neil implements a variety of strategies to increase parent involvement, such as: townhall meetings, State of School address, gender specific events (Muffins with Moms, Donuts with Dads), Curriculum Nights, volunteer opportunities both level 1 and 2, Awards Assemblies and banquets, as well as workshops for parents (i.e. ODLSS, PUNS, Reading, Vendor Support, etc.), Parents are also invited to participate on the PAC and LSC or to attend the monthly meetings.

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.

Neil's PreK and Kindergarten teacher will coordinate a Kindergarten Visit Day in order to allow Pre-K students to begin experiencing Kindergarten. Additionally, Pre-K students will be eligible to participate in the "Step up to Kindergarten" program in which Pre-K students will attend summer academic program to prepare them for Kindergarten.

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.

Neil will follow the district's guidelines as it relates to assessing students with the DWA and State Assessments. However, teachers will participate in a informal survey to select researched based assessment materials to use during the administration of interim assessments as well as unit assessments.

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.

Neil teachers will be trained by the MTSS team on the collection of data for students with academic and SEL concerns, provided with a menu of interventions and researched based digital and non-digital resources, document student progress using district's tool and conduct 5 week evaluation cycles to determine students need for adjustments to interventions or additional support.

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.

Neil will review and follow the policies and guidelines of federal, state, and local services and programs and apply them on behalf of all stakeholders. Additionally, Neil will retrieve the data from the 5 Essential Survey and utilize it with the Climate and Culture or ILT team to identify specific needs and concerns of stakeholders in order to provide support in the critical areas of need.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents will be invited to participate in the school's PAC where the parent and family engagement plan will be reviewed on an ongoing basis. The school's Parent and Family Engagement plan will be reviewed during PAC meetings to ensure the needs of parents and families are properly being addressed.

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 Principal will hold the Title I Annual Meeting annual meeting before October 2, 2020 to inform parents of the school's participation in ESSA Title I programs. During this meeting material will be distributed to parents explaining their rights to involvement in Title I programs and explain Title I requirements. The title I PAC Organizational Meeting will be held by October 13, 2020. PAC meeting regular schedule will be determined after officers have been elected for the PAC. All parents will receive regular invitations to attend PAC meetings and events via emails, robo calls (if opt in), marque/monitor display, website postings and monthly newsletters. Parent events, activities and workshops will be scheduled throughout the school year based upon the PAC member input.

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.

Neil will provide parents with quarterly surveys to gauge their input and obtain feedback on school-wide decisions. Parents will be invited to monthly parents specific events to "chat with the Principal" share suggestions or provide input on decisions of the school. The school will respond to parents during the meetings (if answers are readily available) or provide responses via phone calls, emails, or parent-conferences.

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.

Parents will be provided with a hard copy of their student(s) state assessment results upon receipt to the school. Additionally, NWEA, mClass, SANDI, and data along with a brief explanation of how to read and interpret the data will be provided at the conclusion of the testing window for all students.

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

Parents will receive a letter and email (if parent email is on file) at any time during the school year when their child is not being taught by a "highly qualified" teacher as defined in the Title I Final Regulations for at least 4 consecutive weeks.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A;

how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The Principal will conduct a State of the School address with parents and community within 30 days of receiving the schools SQRP ratings. The content will include all local, network, and district-wide assessment information. During the State of School address, the Principal will provide guidance and interpretation of the information in order to inform parents of the state of the school and their child's academic progress in the contribution to the state of the school. Additionally, parents will be given the information about climate/culture of the school and the current years expectations for improvements.

Staff contact information (i.e. email address/school phone number) will be shared with parents via parent newsletter and is posted on the school's website to allow opportunity for parents to connect with teachers regarding student progress. The school's clerk will email parents a link to obtain access to their child's parent portal account. Teachers will update gradebook weekly in order to provide parents with the most current information on their students' academic progress.

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 will be provided with information necessary to support students use of technology resources provided by the school. Parents will be able to collaborate with the classroom teacher, classroom assistant or technology teacher for supports. Parents will receive updates on the technology resources provided by the school directly from the teacher as well as the school's website and newsletter sent home. Training for resources will be provided during the school's open house, annual curriculum night and other parent events (i.e. Muffins with Moms, Donuts with Dads, etc.)

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.

The Principal will provide staff development opportunities to educate staff on the importance of parent involvement including strategies to build collaborative parent teacher relationships. Teachers will contact parents daily when students are absent/ tardy, and communicate progress and share best practices. Teachers will maintain accurate and updated information in their Gradebook to ensure transparency with parents on student's weekly progress. Parents will be provided with teachers email addresses to maintain open and documented lines of communication. Teachers will provide parents with a copy of their classroom newsletters as well as notices about curriculum and events occurring in the classroom or school-wide.

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.

Neil currently has Ready to Learn Pre-K grant which allows children 4 years to attend school full day. Parents will be invited to volunteer at least twice a

year to support the classroom. Parents will have the opportunity to enroll their four-year in the "Step to Kindergarten" program (i.e., events to discuss transition from Pre-K to Kindergarten and difference in learning expectations.)

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 parent information related to the school and parent programs, meetings, and other activities will be sent home in the preferred language of the parent/
student in writing including parent newsletters, calendars, robo calls, and emails blasts, as well as posted on the school's website.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

Jane A Neil Elementary is dedicated to providing a respectful nurturing and supportive environment that fosters the intellectual, social, physical and emotional development of all students. Neil School's teachers, families and community members work collaboratively to engage all students in challenging academic experiences that integrate rigorous common core curriculum, differentiated instruction and authentic learning task ensuring that children reach their highest potential.

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.

Parent conferences will be scheduled before and after school as needed throughout the school year at the request of parents, staff and /or administration to address academic, behavioral and/or attendance issues. Two parent/teacher conferences will also be held in November and April as determined by the district. Also, parents will have the opportunity to meet with teachers during open house to discuss expectations of the school year.

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 their child's report cards quarterly. Parents will also receive a copy of their child's NWEA Report and/or TRC reading level at the middle of the year and end of the year. Parents will have access to the Parent Portal to review their children's grades weekly. Periodic assessments and class work will be sent home for review requiring parent signatures. Parents of diverse learners will receive individualized education plans including but not limited to assessment data to be reviewed annually. When modifications to the individualized education plans are needed the Case Manager and the Related Service Provider team will schedule meetings with parents on a case by case basis.

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

Parents are encouraged to schedule appointments with their child's teacher/teachers before or after school and at the teacher's discretion during prep time. Only in emergency situations will access be provided for parents during instructional time with administration's approval. Staff emails will be shared with parents for their convenience.

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.

All parents are encouraged to volunteer. However, they must complete the district's required volunteer packet before volunteering in classrooms. All parents will be directed to the volunteer page on cps.edu. Parents will be encouraged to volunteer to chaperone on field trips, and assist with special school projects, events, and activities. Teachers may request parents to observe their classes with Administration approval. Parents requesting to observe their child in class must make their request 48 hours in advance.

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

Parents will be asked to ensure that their child's homework is completed and returned to the teacher in a timely manner. When their child is absent the parent will send a note explaining the reason for the absence. Teachers will provide correspondences informing parents of special classroom projects, supplies needed, and additional resources within the community that are available to further improve student content knowledge and academic skills. Parents will be asked to participate Curriculum Day/Night as well as participate in district's parent-teacher-conference. Parents will ensure their child attends school every

day and monitor their academic progress in the Parent Portal. Parents will maintain open lines of communication with their child/children's teacher.

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

The Local School Council will assist and participate in making decisions related to the education of all students. Parent will be encouraged to attend LSC monthly meetings, PAC meetings, and schedule conferences as well as complete periodic parent surveys and needs assessments. Parent of diverse learners will receive notice of conference to participate in their child's IEP. Two-way communication logs will be generated in diverse learner class, as necessary, to allow monitoring of student's progress at school and home.

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 take responsibility of their individual success by being at school every day and on time, monitoring grades and completing assignments, participating in after school and Saturday school enrichment/ interventions, coming prepared for class. Students will monitor their own behavior as well as participate in restorative practices and conversations. Additionally, students will come prepared for class with necessary and required materials, text, completed assignments, as well as positive and respectful attitude. Students will be required to state and adhere to the school pledge. Lastly, students must always be respectful, responsible and be in control.

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.

Neil's PAC 2020-2022 goals is to assist parents increasing their knowledge of CCSS in order to support their child(ren) and work collaboratively with the school as well as provide familial and community supports to parents with students with DL learning, physical, and medical needs.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$842.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$543.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$461.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00