

George M Pullman Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020	CIWP Team/ILT	SEF Framework Assessment and Ratings
02/18/2020	CIWP Team/ILT	Identify Areas of Critical Needs
02/11/2020	CIWP Team/ Salter, Call, King	ILT Data Analysis: Network 13
02/25/2020	CIWP Team/ILT	Framework Priorities
03/10/2020	CIWP Team/ILT	Goals and Root Cause Analysis
03/24/2020	CIWP Team/ILT	Goals and Root Cause Analysis
04/01/2020	CIWP Team/ILT	Strategies
04/14/2020	CIWP Team/ILT	Action Steps
04/16/2020	CIWP Team/ILT	Action Steps
04/28/2020	CIWP Team/ILT	Narrow Area of Focus

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 2 - Leadership for Continuous Improvement
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Leadership is in the process of There has been shared responsibility with ILT leads leading Grade Level Team Meetings. CIWP goals are included on every school team agenda (GLT, ILT, SEL) We are developing a cadence of meetings to include a specific focus for each week, during grade level team meeting, to be more intentional with sharing knowledge which includes Tier 2 and 3 strategies and interventions to support student achievement, grapple with implementation challenges...
- 2 - 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
 - 1 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Revised classroom, bathroom, and hallway expectations to provide the students with an universal set of rules to improve the culture and climate in our building. Developing a system to provide teachers with strategies to enhance their instructional practices. Then observe them in practice to monitor the implementation of their new learning in order to gauge its effectiveness on student learning. We have an ILT with representatives from each grade band and our case manager. These individuals are grade level team leads that support leadership with disseminating data and curriculum based information. ILT conducted peer observations and provided their colleagues with feedback. The team meet to highlight the strengths and areas of growth of peer observations. Administration referenced CPS Instructional Time Guidelines and Instructional Block Guidelines to create the master schedule to ensure the adequate number of minutes were allotted for each subject area. Successfully acquired OTS funds to support after school program. Completed application to gain funding to become a Personalize Learning School. Utilized IL Empowerment funding to provide Diverse Learners with additional resources to address their areas of growth. Administration seeks input from a teach of teachers during the hiring process. They assist with the interview and observation of the mock lesson. Teachers change hallway bulletin boards monthly to display student work and reflect holidays. There are visual reminders on each floor of school's vision, mission, and expectations for the school community.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 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
 - 1 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Teachers use scope and sequence maps to plan units of instruction and plan assessments. Teachers collaborate and share resources used for vertical alignment of scope and sequence during grade-level team meetings. Teachers provide students opportunities to learn about history and culture through our Winter Holiday and Black History Assembly. Teachers provide Black History instruction during Black History Month. Middle school students take part in novel studies to encourage a love of reading. School has access to Reading A-Z, which gives digital access to a variety of text.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)

- 3 Engage students in learning and foster student ownership
- 2 Use questioning and discussion as techniques to deepen student understanding
- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 2 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:** At Pullman, all teachers provide grade-level instruction that promotes student ownership and advocacy skills among students. Pullman works to develop agency and independence among students by providing opportunities is as goal setting and monitoring short-term and long-term goals, using personal learner profiles as a tool to advocate for themselves to reach these goals. Teachers also promote learner agency and self-management through learning menus and choice boards. Teachers provide frequent and informative feedback on student work to help them regulate their progress and improve their final product.
- 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
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Pullman utilizes multiple measure of assessment throughout the school year. Measures for assessing student achievement includes standards-based assessments through tools such as Study Island, IXL, and SchoolCity Assessments. Teachers use the data from these assessments to identify gaps and trends where students may need more direct support. Many Pullman teachers use student portfolios and exhibitions to demonstrate student learning. Students are given flexibility and choice through their choice boards and learning menus where they

can decide how they want to demonstrate their understanding of a specific skill. Teacher assessment is also used to make decisions about student learning and development, as well as improve quality and effectiveness of instruction.

- 3 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
- 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 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)

- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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:** Teachers provide students with opportunities to complete missing work and utilize various supports to increase their understanding of various content. Attendance team makes phone calls, meets regularly to identify students who require Tier 2 and 3 supports, and organize activities/incentives to support student attendance. Classes with 95% or better attendance is recognized daily as well as individuals that come to school daily by being randomly selected to receive a prize for attending school. Lighthouse Team collaborated with ILT to ensure SEF ratings were reflective of the MTSS practices implemented in our school. Administration provided teachers with a quick reference guide that highlighted tiering criteria and interventions for each tier. Information from Lighthouse meetings is disseminated during grade level meetings. During that time we analyze data. Then teachers share resources and interventions they are using to support student growth. School wide Data Wall is used to measure students growth on NWEA from one testing window to the next. .Written communication is provided to families of students that receive Tier 2 and Tier 3 interventions. The letter identifies the student's academic needs and interventions. Parents were given documentation during parent conferences that identified the tiering of their child and resources for them to use at home. Lighthouse narrowed our focus to be intentional about the referral process and the number of students we are able to effectively service.
- 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 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:** Hosted Step Up to kindergarten, first, and second to review and expose students to new skills. We have college and career days (Real Men Read, Real Women Lead, High School Fair, Architects in Schools Program, College and Career Awareness Month and Morehouse Students Visit) to provide students with an opportunity to explore various professions through small group and panel discussion. Some of the participants visit classrooms throughout the year to volunteer and support student learning. Administration reviews On Track Data with students and their families to explain the criteria for being On Track. School counselor works with 8th graders to a applying to assist them with apply to high schools that best suite their needs based on data and student interest. Counselor makes sure middle schools students complete task in Naviance.

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:** School counselor meets with small groups of student so promote healthy self esteem. She also shares relational skills with them on how to prevent conflict with their peers and teachers. Monthly character building skills are worked on in our middle school. The themes are shared in the staff newsletter to make teachers aware of our focus. Teaching of these themes are visible in other grade bands. Themes that have been worked on are kindness, empathy, determination, respect, and responsibility. Student serve as peer buddies and ambassadors to welcome new students or aide their peers when they are having a difficult moment. Staff was trained on ways to effectively respond to student behaviors to establish healthy relationships with our students. ESP staff and some teachers facilitate our check in/check out system with a targeted group of students. School social worker was a source of comfort for staff and students during loss of staff member. She was also a part of our transition plan for our 3rd graders that got two new teachers in the middle of the year. Attendance team meets biweekly to monitor student attendance. Members of the team selected tier 2 and tier 3 students to work with to increase their attendance. Administration makes time for ice breaker activities during grade level team meetings so staff has an opportunity to get to know more about each other. PPC meets to express staff concerns.
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 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)
 - 2 Authentically interact with community and civic leaders

- 2 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 1 Experience a schoolwide civics culture
- **Evidence:** Students participated in mock election to vote for officers for Student Government. The students that ran for office ran a campaign and presented speeches to their peers. The students complete voter registration form to be eligible to vote. The information on form include their name, school, principal, grade, room, homeroom teacher, signature, date, and witness. Student Council meets monthly. They have developed criteria for middle school students that describe what it means to be a scholar. The president of the council has also discussed issues with the principal and changes she would like to implement in middle school.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 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:** School wide expectations have been established for classroom, hallway, bathroom, and cafeteria behavior. Classroom and office managed behaviors has been shared with all staff members. Administration created a systematic way organized by classrooms to report inappropriate student behavior. Students often request to see school counselor. They have established a relationship with her and feel comfortable sharing private information with her. Lighthouse team meets biweekly to discuss ways to improve the culture and climate in the building. We reviewed our ranking from Supportive School Certification to identify areas of growth and create action items.
- 2 - Supportive and Equitable Approaches to Discipline
 - 1 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:** Staff uses restorative conversations to address inappropriate student behavior. We provide them with strategies to resolve conflict in a respectful manner. Administration shares the responsibility of address student behavior and helping them work through conflict. We regularly include parents when responding to student behavior. We work at gaining their support so children understand school and home are working together. A menu of effect response was shared with staff during a professional develop to guide them when addressing student behavior. Suspensions are used as a last resort; when a student's behavior is extremely egregious. Administration created a systematic way organized by classrooms to report inappropriate student behavior.

- 3 - Family & Community Engagement
 - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Parents have multiple opportunities to participate in our school community. We welcome their support. They have been asked to volunteer, invited to PAC Meetings, Family Nights, Parent Seminars, Town Hall Meetings, Coffee with the Principal, etc. During those meetings parents are welcome to ask questions and express their concerns about issues in our school community. These events are shared using robocalls, flyers, emails, school calendar, website, and Facebook. Staff member text and use applications like Blooms, Remind, and Class Dojo to communicate with teachers. Written communication is provided to families of students that receive Tier 2 and Tier 3 interventions. The letter identifies the student's academic needs and interventions. Administration conducts home visits as needed to address attendance and behavior concerns.

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	1
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	3

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	(Balanced Assessment and Grading) Student and teacher analyzing and understanding academic data
Root Cause 1	Teachers need to increase capacity of understanding the importance of effective grading practices, including using Aspen Grade book as a tool to track and measure student progress; Ineffective approach with leading student conferences to help students set goals to make academic improvement
Area of Critical Need 2	(Curriculum) Professional Development for teachers to improve understanding of CCSS
Root Cause 2	Lack of quality differentiation and intentional planning for small group instruction to meet the needs of all learners
Area of Critical Need 3	(Relational Trust) Increased staff and student motivation

Root Cause 3	Lack of trust between staff and leadership, lack of student motivation.
Root Cause 4	Make 'safe practice' and shared vision an integral part of professional learning

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 Attainment G2-8 (Reading) We chose this metric because teachers need to receive more support with making the instructional shifts required to close gaps with students access standards, through differentiation, small group, student organization, note-taking, instructional materials aligned to the standard cognitive demand, and requiring the use of more math vocabulary.	Overall		67.00	77.00
	Students with IEPs		30.00	40.00
Vision: NWEA Attainment G2-8 (Math) We chose this metric because teachers need to receive more support with making the instructional shifts required to close gaps with students access standards, through differentiation, small group, student organization, note-taking, instructional materials aligned to the standard cognitive demand, and requiring the use of more math vocabulary.	Overall		50.00	60.00
	Students with IEPs		35.00	45.00
Vision: Attendance Rate We chose this metric because it is critical for us to be intentional to establish/integrate a school environment that encourages students to make school attendance a priority.	Overall		95.00	96.00
	Latinx		95.00	96.00
Vision: NWEA Growth G3-8 (Reading) We chose this metric because teachers need to receive more support with making the instructional shifts required to close gaps with students access standards, through differentiation, small group, student organization, note-taking, instructional materials aligned to the standard cognitive demand, and requiring the use of more vocabulary.	Overall		60.00	65.00
	Students with IEPs		65.00	70.00
	Overall		45.00	55.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>We chose this metric because teachers need to receive more support with making the instructional shifts required to close gaps with students access standards, through differentiation, small group, student organization, note-taking, instructional materials aligned to the standard cognitive demand, and requiring the use of more math vocabulary.</p>	Students with IEPs		52.00	58.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey Teacher/Principal Trust/Relational Trust: Building staff trust with each other to establish a more collaborative environment; Embedding more staff outings and activity to strengthen camaraderie; Principal improve communication style (written, establish expectations) to remove concerns of doubt or hidden agenda</p>				3.00	4.00

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...	Targeted professional development to support teachers' understanding of CCSS (unpacking the standards to plan for small group instruction and differentiation) to develop learning tasks that are accessible for ALL learners.
Then we see...	teachers intentionally planning to keep students engaged with targeted, rigorous instruction, alignment of task to CCSS objectives and increased student ownership of learning and student mastery.

which leads to...	45% of our students meeting growth targets in Math; 52% of students with IEPs making growth targets in Math 60% of our student meets growth targets in Reading; 65% of students with IEPs making growth targets in Reading 50% of students meet attainment in Math; 35% of students with IEPs making growth targets in Math 67% of students meet attainment in Reading; 30% of students with IEPs making attainment in Reading
Budget Description	Professional Development (ILT facilitation), District Facilitation/experts, teacher bucket for after school PD , substitute bucket for PD to occur during school day, PD materials
Tags	Structure for Continuous Improvement, Instruction, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality
Action steps	<ul style="list-style-type: none"> • (On-Track) Plan Professional Development/Planning session focusing on rigorous instruction that is aligned to CCSS/targeted differentiation Tags:Structure for Continuous Improvement, Curriculum, Instruction, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning • (Not started) CCSS Professional Development for teachers on how to unpack Standards (What is the standard asking them to do? What does proficient look like? What is the Aspect of rigor? What are the prerequisites? What are the remediation standards?) Tags:Curriculum, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks • (Not started) Planning sessions to establish/sustain School-Wide Expectations for N13 Scope & Sequence alignment of tasks to lesson objectives Tags:Curriculum, Instruction, MTSS: Problem Solving Process, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Curriculum • (Not started) Professional Development for teachers on how to vertically plan using CCSS to select remediation standards and how to access materials addressing those standards Tags:Curriculum, Instruction, MTSS: Curriculum & Instruction • (On-Track) **updated 8/4/2020 to align with COVID-19/Learning Strategies while teaching remotely....(Plan KAGAN Professional Development to educate teachers about the structural approach to cooperative learning. (Why use Kagan structures, cooperative learning resources, teacher/student roles, demonstration of structure use) (school wide strategy/once a month/grade level team time to discuss grows and glows...)

	<p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (On-Track) Plan Professional Development/Planning session focusing on effective implementation of small Group Instruction, including NWEA scores, understanding the learning continuum, and small group instruction resources. <p>Tags:Leadership for Continuous Improvement, Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps</p> <ul style="list-style-type: none"> (Not started) Establish school wide expectations for Balanced Literacy Implementation <p>Tags:Assessment: Improving Assessment Literacy, Literacy: Key Practice #4- Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p> <ul style="list-style-type: none"> (On-Track) Engage DL students to support them with demonstrating core knowledge and skills <p>Tags:Instruction, ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) Engage ELL students by ensuring instruction is differentiated to support their meaningful access to content so they can demonstrate mastery <p>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, OLCE</p>
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Strategy 2

If we do...	Demonstrate components of student conferences/goal setting with teachers (each grade band would develop schedule, conference prompts, etc) that are grade level appropriate.
Then we see...	Teachers guiding students in analyzing and reflecting on their own academic data to make decisions about their learning.
which leads to...	45% of our students meeting growth targets in Math; 52% of students with IEPs making growth targets in Math 60% of our student meets growth targets in Reading; 65% of students with IEPs making growth targets in Reading 50% of students meet attainment in Math; 35% of students with IEPs making growth targets in Math 67% of students meet attainment in Reading; 30% of students with IEPs making attainment in Reading
Budget Description	(Teacher bucket) PD planning time allocation for ILT team/Grade Level Teams to develop criteria for student conferencing/goal setting, Professional Development to present required criteria/consistency of "PULLMAN student conferencing and goal setting", Pullman Academic Planners (Leader in Me), Binders (Leader in Me), and folders, pencil pouches for Goal Setting, Conferencing, and organization.

Tags	MTSS, Relational Trust, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Progress Monitoring, OSCP: Academic Advising, OSCP: College and Career Readiness, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Develop standard criteria/expectations for student conferencing/goal setting with teachers Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Administrators require that teachers share evidence of student conferencing/goal setting (Student goal setting worksheets, worksheet updates each quarter, quarterly student conferences) Establish timeline of quarterly expectations of student conferencing Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) Administrators (Principal & AP) schedule one-on-one student conferences (grades 2 - 8) in which students bring goal setting worksheets completed with ELA/Math teacher (2 students per day) Tags:Assessment: Checkpoint Student Assessment System, Personalized Learning: Tailored Learning/Differentiation

Strategy 3

If we do...	Provide staff and students with multiple incentives, engaging activities/tasks, and opportunities to encourage school interest
Then we see...	An increase in student motivation to attend school and develop authentic connections with peers/staff collaboration and trust
which leads to...	increased student attendance percentage at 95% and higher
Budget Description	Student reward incentives (polos, jackets, pins, hats/scarves, party snacks/decorations, water bottles), Pullman binders/Pens for student leaders, Field trips (including within Pullman neighborhood), Traveling attendance trophy, prizes for school store,Spirit week, game room passes, Social Saturday activities (basketball, arts and crafts), School store incentive rewards (fun trinkets/treasures)
Tags	OSCP: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSSE: Attendance & Truancy, SSCE: Student Leadership

Action steps	<ul style="list-style-type: none"> (On-Track) Provide students with multiple incentives such such as classroom attendance incentives, school wide attendance incentives, traveling attendance trophy, behavior and grade incentives. (Provided with personalized Pullman learning items such as planners, folders, pens, pencils) School Store Trinkets, Positive notes home, grade band incentives, brag tags (behavior pride buttons) <p>Tags:Relational Trust, Supportive and Equitable Approaches to Discipline, OSCP: Social/Emotional Support, OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Provide movement brain breaks, intentional with planning recess activities (indoor and outdoor), school wide health and fitness activities; after school activities (Girls on Run, Girls and Boys Basketball, Girls Volleyball, Boys and Girls Track, Boys Football, Drama, Tech club, Book club) <p>Tags:OSCP: Social/Emotional Support, OSSE: Out of School Time</p> <ul style="list-style-type: none"> (On-Track) SEL Professional Development for teachers: connecting with at-risk students (check in, check out, and additional strategies) to encourage student attendance. <p>Tags:Supportive and Equitable Approaches to Discipline</p> <ul style="list-style-type: none"> (Not started) Assigning Student Leadership Roles: Leader In Me. <p>Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Leadership</p> <ul style="list-style-type: none"> (Not started) Provide students with a wellness rich environment that allows for the reinforcement of wellness practices, healthy eating, and physical activity?including engaging PE and recess. What specifically is required to make this happen? <p>Tags:Health & PE: Health Education Skill-Based Curriculum</p>
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Strategy 4

If we do...	Establish the use of a consistent progress monitoring tool (SchoolCity/interim assessments)
Then we see...	Teachers with access to current/updated data to guide small group instruction Improved consistency with assessment of student learning and student grades that accurately reflect student achievement
which leads to...	45% of our students meeting growth targets in Math; 52% of students with IEPs making growth targets in Math 60% of our student meets growth targets in Reading; 65% of students with IEPs making growth targets in Reading 50% of students meet attainment in Math; 35% of students with IEPs making growth targets in Math 67% of students meet attainment in Reading; 30% of students with IEPs making attainment in Reading
Budget Description	Professional Development (ILT facilitation), District Facilitation/experts, teacher bucket for after school PD

Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> • (Not started) Plan Professional Development/Planning sessions focusing on creating quarterly tests in School City in alignment with grade level standards addressed in the network scope and sequence. Tags:Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System • (Not started) Plan Professional Development/Planning Sessions focusing on analyzing NWEA data for strategic implementation and teaching of content based small groups. (Grade-level, Instructional level, and Independent level) Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Personalized Learning: Tailored Learning/Differentiation • (On-Track) Plan Professional Development/Planning sessions focusing on creating a plan and grouping of students who lack foundational skills, tracking and inputting data in MTSS. Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Personalized Learning: Tailored Learning/Differentiation • (On-Track) Plan Professional Development/Planning sessions focusing on differentiation strategies. Implement weekly building wide differentiation focus strategies by grade band and monitor through lesson plan submission, classroom pop-ins, and student conversation, revisiting and discussing the previous weeks challenges and wins in grade level meetings. Tags:Leadership for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, MTSS: Shared Leadership, Personalized Learning: Tailored Learning/Differentiation

Action Plan

Strategy 1

On-Track Jun 19, 2020

Plan Professional Development/Planning session focusing on rigorous instruction that is aligned to CCSS/targeted differentiation

Jun 01, 2020 to Aug 28, 2020 - ILT Team Leaders

CCSS Professional Development for teachers on how to unpack Standards (What is the standard asking them to do? What does proficient look like? What is the Aspect of rigor? What are the prerequisites? What are the remediation standards?)

Aug 31, 2020 to Sep 04, 2020 - ILT Team (3 sessions, similar to Summit)

Planning sessions to establish/sustain School-Wide Expectations for N13 Scope & Sequence alignment of tasks to lesson objectives

Sep 01, 2020 to Nov 06, 2020 - N13 ISLs

Professional Development for teachers on how to vertically plan using CCSS to select remediation standards and how to access materials addressing those standards

Sep 01, 2020 to Sep 04, 2020 - ILT

On-Track Aug 21, 2020

**updated 8/4/2020 to align with COVID-19/Learning Strategies while teaching remotely....(Plan KAGAN Professional Development to educate teachers about the structural approach to cooperative learning. (Why use Kagan structures, cooperative learning resources, teacher/student roles, demonstration of structure use) (school wide strategy/once a month/grade level team time to discuss grows and glows...)

Aug 25, 2020 to Sep 04, 2020 - ILT: Must be in person. (Call , King, Brooks)

On-Track Nov 11, 2020

Plan Professional Development/Planning session focusing on effective implementation of small Group Instruction, including NWEA scores, understanding the learning continuum, and small group instruction resources.

Jun 08, 2020 to Jun 18, 2020 - ILT ELA: King & Brooks Math: Armstrong & Call SPED: Cantrell

Establish school wide expectations for Balanced Literacy Implementation

Jul 01, 2020 to Nov 06, 2020 - School Administrators, ILT

On-Track Sep 23, 2020

Engage DL students to support them with demonstrating core knowledge and skills

Sep 08, 2020 to Jun 18, 2021 - DL Team, Administrators, SECAS

Engage ELL students by ensuring instruction is differentiated to support their meaningful access to content so they can demonstrate mastery

Nov 16, 2020 to May 28, 2021 - ELPT; Administrators, Gen Ed Teachers, Assigned Tutors (ESP after school)

Strategy 2

Not started Nov 12, 2020

Develop standard criteria/expectations for student conferencing/goal setting with teachers

Jun 15, 2020 to Oct 01, 2020 - ILT, Grade Level Team

Not started Nov 12, 2020

Administrators require that teachers share evidence of student conferencing/goal setting (Student goal setting worksheets, worksheet updates each quarter, quarterly student conferences) Establish timeline of quarterly expectations of student conferencing

Aug 31, 2020 to Sep 05, 2020 - Administrators

Not started Nov 12, 2020

Administrators (Principal & AP) schedule one-on-one student conferences (grades 2 - 8) in which students bring goal setting worksheets completed with ELA/Math teacher (2 students per day)

Sep 28, 2020 to May 14, 2021 - Administrators

Strategy 3

On-Track Nov 12, 2020

Provide students with multiple incentives such such as classroom attendance incentives, school wide attendance incentives, traveling attendance trophy, behavior and grade incentives. (Provided with personalized Pullman learning items such as planners, folders, pens, pencils) School Store Trinkets, Positive notes home, grade band incentives, brag tags (behavior pride buttons)

Sep 01, 2020 to Jun 30, 2022 - Attendance Team, Classroom Teachers, School Admin Community Network / District

Provide movement brain breaks, intentional with planning recess activities (indoor and outdoor), school wide health and fitness activities; after school activities (Girls on Run, Girls and Boys Basketball, Girls Volleyball, Boys and Girls Track, Boys Football, Drama, Tech club, Book club

Jun 15, 2020 to Oct 02, 2020 - Personalized Learning Team, ILT, Administrators,

On-Track Nov 12, 2020

SEL Professional Development for teachers: connecting with at-risk students (check in, check out, and additional strategies) to encourage student attendance.

Aug 24, 2020 to Oct 02, 2020 - Lighthouse Team (SEL),

Assigning Student Leadership Roles: Leader In Me.

Jun 15, 2020 to Sep 25, 2020 - Classroom Teachers, Lighthouse Team, Administrators

Provide students with a wellness rich environment that allows for the reinforcement of wellness practices, healthy eating, and physical activity?including engaging PE and recess. What specifically is required to make this happen?

Jun 15, 2020 to Jun 25, 2021 - Health and wellness team, SEL team, Classroom Teachers, Administrators

Strategy 4

Plan Professional Development/Planning sessions focusing on creating quarterly tests in School City in alignment with grade level standards addressed in the network scope and sequence.

Jun 15, 2020 to Sep 01, 2020 - Administrators, ILT, Grade Level Team

Plan Professional Development/Planning Sessions focusing on analyzing NWEA data for strategic implementation and teaching of content based small groups. (Grade-level, Instructional level, and Independent level)

Jun 15, 2020 to Nov 06, 2020 - Administrators, ILT, Grade Level Team

On-Track Oct 29, 2020

Plan Professional Development/Planning sessions focusing on creating a plan and grouping of students who lack foundational skills, tracking and inputting data in MTSS.

Jun 15, 2020 to Nov 06, 2020 - Administrators, ILT

On-Track Oct 29, 2020

Plan Professional Development/Planning sessions focusing on differentiation strategies. Implement weekly building wide differentiation focus strategies by grade band and monitor through lesson plan submission, classroom pop-ins, and student conversation, revisiting and discussing the previous weeks challenges and wins in grade level meetings.

Jun 15, 2020 to May 28, 2021 - Admin, ILT, Grade Level Team, Classroom Teachers

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.

EOY SY19 NWEA Data:

34.3% of our students are meeting growth targets in Math;
47.4% of students with IEPs are making growth targets in Math
56.8% of our students meet growth targets in Reading;
59.5% of students with IEPs are making growth targets in Reading
40.2 % of students are making attainment in Math;
24.4% of students with IEPs are making growth targets in Math
57.1 % of students are making attainment in Reading;
25% of students with IEPs are making attainment in Reading

Our goals for SY21:

45% of our students will meet growth targets in Math;
52% of students with IEPs will make growth targets in Math
60% of our student will meet growth targets in Reading;
65% of students with IEPs will make growth targets in Reading
50% of students will meet attainment in Math;
35% of students with IEPs will make growth targets in Math
67% of students will meet attainment in Reading;
30% of students with IEPs will make attainment in Reading

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

With the support of the LSC, Pullman submitted a proposal in January 2020 to become a Personalized Learning School. At Pullman School, we are shifting our practices from teacher-led instruction and teacher-created classrooms towards student ownership and strengthening advocacy skills among learners. Along with motivating and engaging learners, teachers at Pullman are working to develop agency and independence among students. Pullman teachers want students to develop into autonomous, self-directed learners by providing opportunities such as goal setting and monitoring short-term and long-term goals, using personal learner profiles as a tool to advocate for themselves to reach these goals, and promoting learner agency and self-management through learning menus and choice boards.

Teachers at Pullman are coaching students on how to set goals for themselves. We find that it is important to regularly have conversations with learners about their strengths and areas for improvement. Each student works with their teacher to develop SMART Goals for their areas of improvement, as well as establish clear checkpoints to follow progress. These goals help our teachers establish academic and SEL

tiers and interventions for each student, as well as learners taking ownership of goals and the skills they need to master their goal.

Furthermore, at the beginning of each year, every student will develop an extensive Learner Profile, including information about the learner's strengths, needs, interests, preferences, and more. Learner Profiles are also used as a portfolio where students can combine their best work into one collection. At Pullman, these Learner Profiles are meant to be frequently revisited as an opportunity for students to reflect on their learning and to determine their readiness to move on. This gives learners the opportunity to monitor his or her progress, academically and socially, as well as determine next steps towards achievement.

Finally, learner agency and self-management is promoted through learning menus or choice boards. We are using learning menus as a student-centered strategy for students to access the material, using their interests and ability levels to set the pace for their instruction. While teachers provide support as educational "coaches," the learners are responsible for seeking support from their peers, teachers, technology, and other resources throughout the classroom. Through the use of learning menus, students are also responsible for monitoring their focus and time, prioritizing the most important learning tasks, encouraging students to be more autonomous and self-directed.

This is further enhanced by current one-to-one technology (recently purchased 200 for 2020-21, purchased 140 before 2019-20) for a total of 340; however, 180 chromebooks were distributed to students during remote learning (COVID).

After school programming for targeted students to continue targeted instruction for students performing below grade level.

Additional Special Education teacher, for a total of 5, will allow us to effectively address the needs of our students and eliminate barriers to success and ensure equitable opportunities for all students.

Departmentalized Instruction allows teachers to focus on subjects in which they have a greater level of expertise and deeper understanding. Teachers have a greater ability to differentiate their instruction to meet the needs of all learners.

Our Instructional Leadership Team assessed our NWEA and My Voice/My School survey results to identify professional development topics to support teachers with improving with meeting growth targets, achieving attainment, and overall increased engagement and motivation to attend and do well in school.

Providing students with accountability and responsibility for their academic success will occur as we shift parent/teacher conferences to student directed sessions where they take the lead with communicating their goals and activities planned to achieve their goals.

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.

Pullman submitted a proposal to the district to become a Personalized Learning School. Personalized Learning will serve as a great catalyst to support our efforts with moving students toward the trajectory of achieving academic success. Our students need more individualized attention to allow teachers to identify strengths and deficits to ensure we are closing the gap of student achievement. We have a significant percentage of students performing below grade level in reading and math. Our students need to master subject matter content based on their needs, work at their own pace and be able to have the choice with how they learn or access the content. Additionally we have significant number of students with social-emotional challenges. Students need assignments tailored to their specific interests and skill level. This also allows students to be grouped with students with similar needs, interests and ability to allow them to work together and feel more confident in their ability to achieve success.

Personalized learning will be the catalyst to address our CIWP priorities to overcome our current

challenges. Our 2020-22 CIWP listed Balanced Assessment and Grading, Curriculum, and Relational Trust as our framework priorities. The most recent challenge is tackling 6% of our students making growth percentiles in math EOY19/NWEA and continuing our trajectory of 52% making growth percentiles in reading EOY19/NWEA . We have recently started to roll up our sleeves with more intention to a clear and concise MTSS plan since we have MOY NWEA data to analyze. Teachers collaborate to answer the following questions for students performing below 21st%, between 21st% and 39%, 40% - 55%, 56% - 71%, 72% and higher, including students with IEPs. We need to know what areas of student performance are below expectations? What are the other data telling us about student performance in this area?; What patterns or trends appear?; On which concepts will we need to give focused and direct instruction?; What learning needs are evident?; What does Tier II and III support resemble?; How often will I meet with this student in small group? ; What is the student's learning style?; How often will I progress monitor (PM) this student? ;How will I alter instruction based on the student's PM data?; What intervention supports does the student receive (i.e Saturday school, after school, etc.)
Personalized Learning will force us to persist in adjusting instruction so individual misunderstandings or advanced needs are successfully accommodated.

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).

Mentoring: Students who have personal challenges and/or exhibit difficult behaviors are assigned a school staff member. The check-in/check out system helps provides structure in a student's day, creates accountability, provides adult feedback to student and parents, creates internal motivation, improves student behavior, increases academic success, and creates a stronger home-school connection

Our counseling services Counseling

College/Career Awareness

Architechs in School

Hip Hop Detox

Together Chicago

Real Men Read

Personalized Learning

Check in Check Out

Real Women Lead

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

Pullman has been identified as one of 50 CPS Opportunity School, which are high-need neighborhood schools where finding and training excellent teachers is a top priority. When teachers that are new to the field choose to work with Opportunity schools because they have a desire to work with students most in need, but also receive extra professional support by being paired with a mentor teacher during their first year of teaching, and coached by specialists in instructional skills.

We also send current teacher representatives to CPS recruitment fairs so that we can speak with potential candidates about joining our Pullman Team. We pair new teachers with a mentor teacher to provide support with getting acclimated to the Pullman's routines and expectations, in addition to where to locate required CPS materials to support instruction and other employee responsibilities. We highlight leadership opportunities available such as Instructional Leadership Team, Social Emotional Learning Team, Attendance Team, Healthy Schools Team, After School teaching of academic or non-academic subjects/activities, and current leadership's embracing of innovative ideas to provide opportunities for all students to excel academically and socially.

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.

Professional Development Administrators: Summer Leadership Conference, Monthly Network 13 Professional Development meetings, required ISBE administrator seminars, CPS Law Conference
Professional Development Staff: Network Literacy, Math, Social Studies Summits, required district webinars (STLS education, Chronic Conditions, LGTB Awareness, Title IX and Protecting Chicago's Children, Mandated Reporting; Unpacking Common Core State Standards to Deliver Optimal Instruction; Student Conferencing and Goal Setting; Balanced Assessment and Grading; Co-Teaching (IEP students); Differentiation and Small Group Instruction; Understanding and Implementing Social Emotional Learning Standards in the Classroom; Restorative Practices

Professional Development Paraprofessionals: On going PD to inform paraprofessional about special education policies that define their roles and responsibilities; Maintaining Anecdotal and Documentation of assigned students to inform IEP revisions, updates, renewal or achieved IEP goals; Best Practices for working with students with IEPs, (STLS education, Chronic Conditions, LGTB Awareness, Title IX and Protecting Chicago's Children, Mandated Reporting, Recess monitoring

Parent Workshops: ESSA Funds have been set aside to purchase resources, provide workshops on topics such as: How to Help My Child Count; How to Understand My Child's Difficulty with Reading; How to Support Student who Struggle in School; Knowing My Rights as a Parent of a Child with an IEP, etc. Signs of Dyslexia, CPS High School Options, etc. Understanding the Technology, etc.

We will schedule family nights such as Literacy Night, Math Night, Technology Night, High School Fair, Career Fairs, invite parents to come during the school day to participate in Real Men Read and Real Women Lead events.

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

Parents will have the opportunity to complete surveys to indicate the type of parent workshops they feel would best benefit them, areas in which they are able to volunteer to support school climate improvement, express concerns and provide suggestions related to school culture and climate and overall academic improvement and safety of their students.

Our school leadership teams, in addition to the Local School Council, will review parent surveys to organize plans to best meet needs of parents. Principal Salter will schedule monthly parent chats to provide the opportunity to share concerns and collaborate to problem solve and address areas of concern to benefit overall school culture and climate. Our leadership teams consist of: Instructional Leadership Team, Social Emotional Lighthouse Team, Healthy Schools Committee, Attendance Team, Professional Problems of Practice Committee, and Local School Council.

Volunteers: In addition to the parent newsletters that are emailed monthly, teachers maintain their own method of parent communication via technology applications such as RemindME, ClassDojo, and Classroom/Parent email distribution lists. Teachers will be asked to remind families and reiterate school wide events to encourage family participation. Teachers will also be encouraged to regularly update parents with positive news about their child/ren as hearing more positive updates about student behavior and academic progress is uplifting and could contribute to more parental involvement. Teachers will be asked to provide parents a list of volunteer opportunities, including additional ways to contribute without having to physically show up in the school/classroom, to help enhance classroom culture. Now that COVID-19 has surfaced unique ways to interface with families, administrators and teachers can host monthly chats with parents to answer questions, take suggestions, and address concerns relating to student's academic success. Examples of additional family engagement opportunities are Recess with Dad; Muffins with Mom; Lunchroom/Cafeteria support; Before & After School Support; Coffee with Principal; Zoom Chats with Principal;

Information about Job Fairs/Opportunities will be provided to parents in electronic school newsletter, and

posted in the main office and on the security desks. We will provide resume building workshops for interested parents who have a desire to develop or improve their current resume.

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.

One month prior to the end of the school year, our preschool teacher and Kindergarten teachers collaborate to plan transition activities to acclimate students to preschool. For example, students walk to Kindergarten to meet teachers and become familiar with the classroom environment and routines and expectations of Kindergarten. Summer School Kick-Off to Kindergarten is a summer program to provide additional support for CPS preschool students moving to CPS Kindergarten and for students matriculating Kindergarten who have not previously attended school. This summer program is intended to provide students the opportunity to further develop the skills necessary for Kindergarten using a prescribed curriculum.

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.

Our Instructional Leadership Team is comprised of teacher representatives from primary, intermediate, middle, and special education. The ILT has taken the lead with developing interim assessments for our teachers to administer to improve our progress monitoring of student achievement. Each year, teachers have a voice with selecting the assessment tools used, and the times assessments are administered to students throughout the school year. We post data, with respect to student confidentiality, in the teacher conference room to allow us to collaborate about strategies to support all students with meeting and/or exceeding growth targets in reading and math.

Currently, we have grade level team meetings, grades K-5 departmental grade level team meetings, middle school team, Diverse Learning Team, Instructional Leadership team, and our Social Emotional Learning team. Our grade level teams meet weekly. I am working toward a meeting cadence that addresses specific topics each week. For example, one week would be dedicated for ELA grade level departmental teams to collaborate and one week would be dedicated for math grade level departmental teams to meet. Other weeks would be dedicated toward social emotional learning, diving into on-track data, or in-depth review of student IEPs. Our Instructional Leadership team meets bi-weekly to identify teaching and learning challenges of Pullman and provide support for teachers in solving the challenges.

Pullman utilizes systematic use of multi-source assessment data to allocate resources in order to improve learning for all students, through integrated academic and behavior supports. To ensure efficient use of resources, teachers begin with the identification of trends and patterns using school-wide and grade level data. There is a tiered approach to address academic and social-emotional issues. Most recently, our ILT has developed interim assessments for teachers to administer at the beginning of 3rd quarter SY20. Results will allow us to go through the MTSS problem solving protocol to develop intervention plans for students, in addition to differentiated instruction, ensure progress monitoring occurs to inform tiering decisions. We needed to create coherence and provide clarity to this process that requires teachers to work more collaboratively with each other. Personalized Learning will allow us to be more laser focused with our MTSS process to ensure that Each departmental grade-level team has engaged in the MTSS problem-Solving protocol and started an intervention plan for students. Each grade level team meeting per month will be devoted to MTSS and collaborative problem solving. This allows teachers to ask intervention questions, provide suggestions and resources to make folders and learning menus for students.

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.

MTSS: Providing targeted interventions to improve student academic achievement and socialization with consistent progress monitoring

After School Programming targeted for students with READING and MATH SCORES between 21% - 40% on NWEA

Personalized Learning:

Additional SPED support:

ELL support: While we do not have 20 or more bi-lingual students enrolled at Pullman, funds will be provided for a miscellaneous employee to provide classroom support for identified ELL students.

Additional instructional materials will be purchased to support students with access to english instruction and materials. Network support is provided to us to ensure appropriate assessments and progress monitoring tools are administered to all ELL students.

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.

The Pullman Counseling Department offers the following services:

Individual Counseling

Small Group Counseling

Check-in/ Check-out

Naviance: helps students plan for their futures by connecting their academic interests and achievements to college and career options. Naviance is also a required software used by many school districts from 6th-12th grade.

Dove Self-Esteem Project

High School Fair

Career Day

Pathways to Success program for our 8th graders transitioning to high school (12 session program) to teach students how to handle every twist and turn of his or her educational journey. It can help students develop to be healthy, productive, contributing and responsible citizens. This program will be implemented during the first quarter of each school year to plant a foundation.

Architects In Schools program for students interested in a career in architecture. This program seeks to expose middle school (6th, 7th or 8th grade) students to the principles and building blocks of the architecture profession. Through hands-on tasks and projects, students will be introduced to design thinking, taught how to communicate their ideas, and encouraged to be thoughtful about planning and designing in their own environments/neighborhoods. The program is aligned with national education standards and is designed to provide students with new knowledge about the built environment and instill a sense of ownership and agency in their community. The program is implemented in the spring of each school year for 8 weeks.

Sexual Health Education classes for K-8th grade beginning January 2021. The end date is based on CPS number of required hours for each grade level.

Parent workshops

- How to support their child when applying to high school
- How to communicate with a growing teen.
- How to handle stress

Resource Fair (summer camps, tutoring, healthcare resources and financial assistance programs)

Community Partners- Metropolitan Family Services, Roseland WIC office and H.E.L.P) Blue Cross Blue Shield, Calumet Area Industrial Commission, FSCAC

We would like to start a volunteer club which will help students learn how to demonstrate kindness and develop strong leadership and citizenship skills that improve their community. The goal is to have

students volunteering at Trinity Hospital, nursing homes in the community and Share Your Soles warehouse.

We would like a group of students to be able to Volunteer part of the school day every 2nd and 4th Friday of each month beginning 2nd quarter and ending in May of each year.

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.

Pullman will host back to school family night and include the Title I School Parental and Family Engagement Plan. Parents will have the opportunity to complete surveys to indicate the type of parent workshops they feel would best benefit them, areas in which they are able to volunteer to support school climate improvement, express concerns and provide suggestions related to school culture and climate and overall academic improvement and safety of their students. The Pullman Parent Advisory Council will meet monthly to provide input on a parental and family engagement plan.

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

Parents will be informed, via Parent Electronic Newsletter that will be distributed during summer months, about Pullman's Parent Back to School Open House/ Annual Title 1 Meeting scheduled for Friday, September 4, 2020 at 6:00 pm. Parents will be informed of Pullman's participation in ESSA, explain Title I

requirements and their right and Pullman's need for them to be involved in the program. Pullman Parent Advisory Council 2020-21 meeting dates will be shared. Parents will have the opportunity to complete surveys to indicate the type of parent workshops they feel would best benefit them, areas in which they are able to volunteer to support school climate improvement, express concerns and provide suggestions related to school culture and climate and overall academic improvement and safety of their students. The first Title I PAC Organizational Meeting will be held Thursday, September 17, at 6:00 pm.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Parents will have the opportunity to complete surveys to indicate the type of parent workshops they feel would best benefit them, areas in which they are able to volunteer to support school climate improvement, express concerns and provide suggestions related to school culture and climate and overall academic improvement and safety of their students.

Our school leadership teams, in addition to the Local School Council, will review parent surveys to organize plans to best meet needs of parents. Principal Salter will schedule monthly parent chats to provide the opportunity to share concerns and collaborate to problem solve and address areas of concern to benefit overall school culture and climate. Our leadership teams consist of: Instructional Leadership Team, Social Emotional Lighthouse Team, Healthy Schools Committee, Attendance Team, Professional Problems of Practice Committee, and Local School Council.

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.

The school will provide parents a report of their child's performance on NWEA, and provide copy along with the student progress report and report card.

Parents will be provided a report of their child's 2019-20 NWEA MOY data, and 2020-21 NWEA BOY data along with student progress reports distribution dates: Q1 on October 9, 2020; Q2 on December 19, 2020; Parents will be provided a report of their child's 2020-21 NWEA MOY Data on Q3 on March 12, 2021; Q4 on May 21, 2021

Parents will be provided a report of their child's 202-21 NWEA MOY data during report Card distribution dates: Q2 on February 12, 2021; NWEA EOY data will accompany the final report card on Q4 on June 22, 2021

During Parent/Teacher/Student Conference Dates, teachers will provide additional clarity about student assessment data. Q1 on Wednesday, November 18, 2020 12 pm - 6 pm; Q3 on Wednesday, April 21, 2021 12pm - 6 pm

After School selection: Students performing below 40% in reading and math will be given priority for after school programming. Parents will be provided written communication with student NWEA scores to explain decision for student selection and benefits of the additional instruction.

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.

Principal Salter will make every effort to avoid sending these letters by hiring highly qualified teachers. However, in the event that students have been assigned to a classroom in which the teacher does not have the qualifications, we will email and provide written communication to parents informing them and a plan to hire 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.

During Parent/Teacher/Student Conference Dates, teachers will be available to assist parents with understanding CCSS and student achievement.

School Wide presentation of school's Data/State of the School Address will include information to help parents understand how Pullman compares to other schools in the district and nationally.

Parent Workshops will be provided to assist parents with how to monitor their child's progress and how to work with their child at home to help improve student achievement. The Pullman PAC will plan to host monthly workshops such as: How to Help My Child Count; How to Understand My Child's Difficulty with Reading; How to Support Student who Struggle in School; Knowing My Rights as a Parent of a Child with an IEP, etc.

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.

ESSA Funds have been set aside to purchase resources, provide workshops on topics such as: How to Help My Child Count; How to Understand My Child's Difficulty with Reading; How to Support Student who Struggle in School; Knowing My Rights as a Parent of a Child with an IEP, etc. Signs of Dyslexia, CPS High School Options, etc. Understanding the Technology, etc.

We will schedule family nights such as Literacy Night, Math Night, Technology Night, High School Fair, Career Fairs, invite parents to come during the school day to participate in Real Men Read and Real Women Lead events.

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.

In addition to the parent newsletters that are emailed monthly, teachers maintain their own method of parent communication via technology applications such as RemindME, ClassDojo, and Classroom/Parent email distribution lists. Teachers will be asked to remind families and reiterate school wide events to encourage family participation. Teachers will also be encouraged to regularly update parents with positive news about their child/ren as hearing more positive updates about student behavior and academic progress is uplifting and could contribute to more parental involvement. Teachers will be asked to provide parents a list of volunteer opportunities, including additional ways to contribute without having to physically show up in the school/classroom, to help enhance classroom culture. Now that COVID-19 has surfaced unique ways to interface with families, administrators and teachers can host monthly chats with parents to answer questions, take suggestions, and address concerns relating to student's academic success.

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.

In order to increase the parent preschool participation here at Pullman Elementary School, it would be beneficial to implement monthly workshops or meetings. These workshops would consist of resources and information to help the parents understand early childhood in a more knowledgeable way. Some example

topics that the workshops would touch on are nutrition, social emotional development, positive reinforcement, academic development, resources in the community, etc. Parents would be provided with a survey on topics that would be most beneficial for the families.

In addition to the workshops, it would be helpful to host a "parent night out." This can consist of field trips that the parents take with the teachers/staff. One example might be to go to a museum or paint and sip night. It is a great way to build a rapport with the families and break down the barrier between parents and teachers. It is also intended to be educational and pertain to what is happening in the community and our school.

Lastly, sending out packets of monthly resources and posting jobs or job fairs would help our parent participation. Sometimes parents do not like to ask for help so sending out the resources would make it less intimidating to them. In conclusion, having resources and creating a safe and friendly environment for our Pre-K parents would promote and enhance their participation.

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.

Pullman currently emails monthly newsletters via Newsletter Links <https://www.smores.com/efv1d-pullman-cardinal-connections> to parents. We also have Social Media presence on Facebook, Instagram and Twitter. Teachers use their tools to reiterate and remind parents of important family programs, meetings, and other school related activities. We provide Spanish version to families per their requests. Printable versions are also available in the main office, at the security desk and distributed to families without technology access.

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.)

Our mission is to create a safe and positive culture of learning, and actively engage students in the Common Core Curriculum to ensure growth in preparation for college, military service, career, and beyond.

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.

During Parent/Teacher/Student Conference Dates, teachers will provide additional clarity about student progress and challenges, updates about student assessment data, exposure to community resources, information about CPS High School Options, provided a taste of the school's lunch menu options, and hear State of the School Address from school principal. Q1 on Wednesday, November 18, 2020 12 pm - 6 pm; Q3 on Wednesday, April 21, 2021 12pm - 6 pm

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

The school will provide parents a report of their child's performance on NWEA, and provide copy along with the student progress report and report card.
Parents will be provided a report of their child's 2019-20 NWEA MOY data, and 2020-21 NWEA BOY data along with student progress reports distribution dates: Q1 on October 9, 2020; Q2 on December 19, 2020; Parents will be provided a report of their child's 2020-21 NWEA MOY Data on Q3 on March 12, 2021; Q4 on May 21, 2021
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During Parent/Teacher/Student Conference Dates, teachers will provide additional clarity about student assessment data. Q1 on Wednesday, November 18, 2020 12 pm - 6 pm; Q3 on Wednesday, April 21, 2021 12pm - 6 pm
After School selection: Students performing below 40% in reading and math will be given priority for after school programming. Parents will be provided written communication with student NWEA scores to explain decision for student selection and benefits of the additional instruction.

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

Staff will be available to parents during teacher preparatory periods and/or during after school hours. Teachers will also provide notification to school administrators when appointments with parents are arranged, including before school, if teacher permits. Teacher will provide cps email address to parents who need to communicate electronically. Parents can also access teacher email via the school's website at <https://pullmanschool.org/>

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.

In addition to the parent newsletters that are emailed monthly, teachers maintain their own method of parent communication via technology applications such as RemindME, ClassDojo, and Classroom/Parent email distribution lists. Teachers will be asked to provide parents a list of volunteer opportunities, including additional ways to contribute without having to physically show up in the school/classroom, to help enhance classroom culture. Now that COVID-19 has surfaced unique ways to interface with families, administrators and teachers can host monthly chats with parents to answer questions, take suggestions, and address concerns relating to student's academic success.

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

We will reach out to our parents and get to know them early in the school year to establish a tone and encourage them to reaching out as needed.
Teachers will be expected to share classroom goals or expectations openly with parents, and ask them to share their expectations of their child and teacher.
Parents will be informed of CPS Aspen Parent Portal, and encouraged to register as this tool will allow them to monitor student attendance and homework completion in real time.
Parents will be reminded to register and frequently check the portal via school communication, emails, texts and the apps that are used in each teachers' classroom.

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

Parents will be informed, via Parent Electronic Newsletter that will be distributed during summer months, about Pullman's Parent Back to School Open House/ Annual Title 1 Meeting scheduled for Friday, September 4, 2020 at 6:00 pm. Parents will be informed of Pullman's participation in ESSA, explain Title I requirements and their right and Pullman's need for them to be involved in the program. Pullman Parent Advisory Council 2020-21 meeting dates will be shared. Parents will have the opportunity to complete surveys to indicate the type of parent workshops they feel would best benefit them, areas in which they are able to volunteer to support school climate improvement, express concerns and provide suggestions related to school culture and climate and overall academic improvement and safety of their students. The first Title I PAC Organizational Meeting will be held Thursday, September 17, at 6:00 pm.

Parents will be invited to all Local School Council meetings that are held 3rd Thursdays of the month at 4:15 pm in the school's library.

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).

Pullman students will learn how to set SMART goals. Teachers will hold regular conferences with students to help them monitor their progress toward goals. School administrators will also schedule one-on-one conferences with students to speak with them about their goals, plans to meet their goals and any support necessary to help achieve their goals. Additionally, parent/teacher conferences will be student led to empower students and give them ownership and accountability for communicating progress toward goals. Students will be given incentives for attendance, being good citizens, and staying organized. Students will be recognized and rewarded for good attendance, academic improvement in all subject areas, and their contribution to Pullman's healthy school climate.

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.

Parents will be informed, via Parent Electronic Newsletter that will be distributed during summer months, about Pullman's Parent Back to School Open House/ Annual Title 1 Meeting scheduled for Friday, September 4, 2020 at 6:00 pm. Parents will be informed of Pullman's participation in ESSA, explain Title I

requirements and their right and Pullman's need for them to be involved in the program. Pullman Parent Advisory Council 2020-21 meeting dates will be shared. Parents will have the opportunity to complete surveys to indicate the type of parent workshops they feel would best benefit them, areas in which they are able to volunteer to support school climate improvement, express concerns and provide suggestions related to school culture and climate and overall academic improvement and safety of their students. The first Title I PAC Organizational Meeting will be held Thursday, September 17, at 6:00 pm.

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We will schedule family nights such as Literacy Night, Math Night, Technology Night, High School Fair, Career Fairs, invite parents to come during the school day to participate in Real Men Read and Real Women Lead events, etc.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$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