North-Grand High School 2020-2022 plan summary

Team

Name	Role	Email	Access
Emily Feltes	Principal	eafeltes@cps.edu	Has access
Iris Dominguez	Assistant Principal	ivdominguez1@cps.edu	Has access
Kevin Bacon	Assistant Principal	krbacon@cps.edu	Has access
Phil Cantor	Science Department Chair	ptdworkin-cantor@cps.edu	No Access
Rosaura Oquendo	Parent/LSC Chair	rosa1271@yahoo.com	No Access
Michelle Livas	Social Studies Department Chair	malivas@cps.edu	No Access
Lisa Welsh	English Department Chair	lcmillonzi@cps.edu	No Access
Katy Jung	Math Department Chair	ksjung@cps.edu	No Access
Cynthia Sanchez	ELPT/LSC Member	cmsanchez12@cps.edu	No Access
Jason Gondek	Diverse Learner Team Department Chair	jegondek@cps.edu	No Access
Erika Diaz-Williams	College and Career Coach	evwilliams2@cps.edu	No Access
Nora Gutierrez	Counselor	nalba3@cps.edu	No Access
Rigoberto Gomez	Community Relations Representative	rgomez68@cps.edu	No Access
Jenna Avers	Dance Teacher	javers@cps.edu	No Access
Lisa Courtney	Freshman Grade Level Lead	lmcourtney@cps.edu	No Access
Mindy Chappell	Sophomore Grade Level Lead	mjchappell@cps.edu	No Access
Brian Niebuhr	Junior Grade Level Lead	btniebuhr@cps.edu	No Access
David Jaramilla	Senior Grade Level Lead	dpjaramilla@cps.edu	No Access

Name	Role	Email	Access
Jesus Medina	Business Manager	jmedina87@cps.edu	No Access
Gonzalez Stephanie	Program Manager	sgonzalez86@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/31/2020	Feltes, Bacon, Dominguez, Medina	Setting up team/SEF (in person)
04/15/2020	Feltes, Bacon, Dominguez	Goals, Framework Priorities, Strategies (in person)
05/01/2020	Feltes, Bacon, Livas, Welsh, Jung, Sanchez, Gondek, Diaz-Williams, Gutierrez, Avers, Courtney, Chappell, Jaramilla	Review of Strategies, Discussion of Action Steps (via google meet)
05/01/2020	Feltes, Oquendo	Review of Strategies, Parent Policy, Parent Compact, Parent Budget (via phone)
05/04/2020	Feltes, Bacon, Dominguez	Adding Action Steps, Review of CIWP (google meet, in person, via email)

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement

- o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 4 Employ the skills to effectively manage change
  - o 4 Make ?safe practice? an integral part of professional learning
  - o 4 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**:
- 4 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning

- o 3 Provide students frequent, informative feedback
- o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 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
  - o 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 3 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)

- o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 4 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)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- o 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)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 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
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions

that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**2**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Family & Community Engagement	**4**

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	Increasing College Enrollment overall and among males
Root Cause 1	Almost 100% of students are first generation college students, so there is an awareness gap among families related to post-secondary pathways; additionally, financial barriers play a huge role within our community.
Area of Critical Need 2	Increasing our FOT rate for English Learners and Latino males
Root Cause 2	Lack of cohesive strategies for engaging ELs; need for specific instructional interventions targeted toward ELs and males

Area of Critical Need 3	Increasing our attendance rate overall and for students with IEPs
Root Cause 3	Individual family issues (due to poverty, lack of resources, parental involvement level, etc) leads to inconsistent attendance for many students; additionally, many students, particularly at an increased number for those with IEPs, are medically fragile and sometimes not able to attend school.
Area of Critical Need 4	Increasing college readiness attainment metric overall and for our African American students
Root Cause 4	Lack of instructional rigor in some courses at various levels; need to include more students in high-level, college preparatory course work; lack of specific, targeted interventions and effective progress monitoring
Area of Critical Need 5	Increasing cohort growth percentile on the SAT overall and for male students
Root Cause 5	Lack of instructional rigor in some courses at various levels; need to include more students in high-level, college preparatory course work; lack of specific, targeted interventions and effective progress monitoring

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: College Enrollment We are working on increasing our college enrollment rate, aligned to Priority #2. We will focus on our overall college enrollment rate and specifically that of our males. In 2018-2019, only 57.3% of our males enrolled in college, as opposed to 75.4% of females. In addition,focusing on this priority will also impact the overall data in which only 20% of Latino males and 23% of African-American males obtain a BA degree. Achieving 75% college enrollment overall will also allow us to gain a point on the SQRP for this metric.	Overall		75.00	80.00
	Male		75.00	80.00
Vision: Freshman On-Track Our EL's and Latino males lag behind their peers in terms of their on-track rate. Our overall on-track rate	EL		90.00	93.00
	Latino (Male)		90.00	93.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
was 89.2 for 2018-2019, but only 83.7% of EL's and 80.7% of Latino males were on track. Per the Chicago Consortium on College Research, students who end their freshman year on-track have a significantly greater chance of graduating compared to their off-track counterparts. As a result, this initiative has a direct impact on promoting equity and providing students with improved post-secondary outcomes (increased college enrollment and persistence).				
Vision: Attendance Rate With adjustment for medically fragile students, we have maintained a 90% attendance rate for the past few years; however, we want to increase our overall attendance rate and specifically increase our attendance rate for diverse learners. We believe improving a metric such as attendance will positively contribute to the improvement of all other metrics as well.	Overall		90.00	91.00
	Students with IEPs		90.00	91.00
Vision: College Readiness SAT We need to support our students in obtaining higher rates of attainment on the SAT to ensure that they are afforded greater posts-secondary opportunities that result in improved life outcomes for them and future generations. Specifically, only 11.1% of African American students met the SAT benchmarks in 2018-2019.	Overall		40.00	50.00
	African American		40.00	50.00
SQRP: SAT Cohort Growth Percentile We want our students to demonstrate higher rates of growth on the SAT to ensure that they are afforded more posts-secondary opportunities that are appropriately "matched." We will focus on our overall cohort growth rate and also specifically on our males. Improving this data point will positively impact their college persistence rate as they will be better prepared to be successful at the post-secondary level.	Overall		50.00	60.00
	Male		50.00	60.00

Required metrics (Highschool) (0% complete)

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Course and unit planning/revision based on applicable CCSS, NGSS, and SAT College Readiness Benchmarks and our targeted instructional area (TIA) of critical analysis and increased rigor
Then we see...	Students actively engaging in more rigorous and complex tasks in all subject areas
which leads to...	Higher standardized test scores, larger percentiles in growth on the PSAT and SAT across grade levels (and within sub groups), deeper student engagement, and better preparation for post-secondary success.
Budget Description	
Tags	Curriculum, Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks
Action steps	• (Not started) Provide differentiated PD around close reading, argumentative writing, and debate/collaborative conversations, to support teachers' abilities to support students' development of critical analysis skills (with an eye toward increased cognitive demand on students and increasing equitable access to appropriate levels of rigor and appropriate supports). Tags:Assessment: Curriculum Equity Initiative • (Not started) Continue PSAT and SAT preparation through junior seminar, Khan academy and after school SAT prep class Tags:Assessment: Monitoring Student Learning to Support Growth

- (Not started) Maintain quarterly PLC (Professional Learning Community) Schedules that provide learning cycles around Webb's Depth of Knowledge, Hess' Cognitive Rigor Matrices and NGHS' powerful practices aligned to critical analysis

  Tags:Curriculum

- (Not started) Continue to further develop the alignment between teacher-created midterms and final exams and CCSS/NGSS/SAT Benchmark Standards on a quarterly basis during department meetings.

  Tags:Assessment: Checkpoint Student Assessment System

- (Not started) Develop departmental Level IV assessments/tasks that measure students' critical analysis skills

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Develop and regularly apply LASW (looking at student work) protocols during department/grade level meetings to ensure student outcomes meet intended instructional goals.

  Tags:Curriculum

- (Not started) Further develop and implement powerful instructional practices departmental look-for's (close reading; collaborative conversations; argumentative writing) to better monitor students' engagement in and progress with critical analysis.

  Tags:Curriculum

- (Not started) Create and maintain an SAT committee to inform practice, guide change and lead professional learning

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Regularly engage staff in demonstration labs, learning walks, and instructional rounds around our targeted instructional area to monitor and assess students' development of critical analysis

  Tags:Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Design and implement a rigorous curricula, vertically and horizontally aligned to standards (CCSS, NGSS, SAT benchmarks) and critical analysis skills, and reflective of our powerful instructional practices (close reading, collaborative conversations, argumentative writing).

  Tags:Curriculum

	• (Not started) Provide PD and safe practice for teachers around culturally sustaining (relevant) content and pedagogy (what we are teaching and how we are teaching it) in order to promote equitable access to content Tags:Curriculum, Assessment: Curriculum Equity Initiative

Strategy 2

If we do...	If we create and sustain an effective Postsecondary Leadership Team whose goals and mission are aligned with and supported by various stakeholders, including our Seminar Department and external post-secondary partners
Then we see...	a cohesive and healthy postsecondary culture
which leads to...	increased graduation, college enrollment, and college persistence rates.
Budget Description	
Tags	Transitions, College & Career Access, & Persistence, OSCPA: Postsecondary Pathway Advising & Planning
Action steps	• (Not started) Apply an accountability protocol for all post-secondary partners and meet quarterly to review progress Tags: • (Not started) Provide annual staff-wide professional development related to college access, persistence, and equity in the post-secondary landscape Tags: • (Not started) Reduce "summer melt" through summer interventions Tags: • (Not started) Consistently offer opportunities for students to be exposed to match colleges and universities through college visits, college fair, and partnerships. Tags: • (Not started) Increase student participation in scholarship programs, resulting in increased financial aid awards. Tags:

	• (Not started) Host opportunities for students to show pride in their post-secondary decisions via celebrations, school newsletters, and a post-secondary bulletin board Tags: • (Not started) Monitor and analyze student success data/progress (PLS, GPA, BAG, On-Track, B's or better, failures, etc.) within grade level teams throughout each quarter Tags: • (Not started) Increase percentage of students applying and enrolling in match colleges/universities Tags: • (Not started) Provide monthly counselor guidance lessons addressing college/career, grades, social/emotional issues. Tags: • (Not started) Continue partnership with NCS (Network for College Success) and receive ongoing coaching and PD to improve post-secondary culture Tags: • (Not started) Cultivate students' post-secondary identities early on through career fairs and guest speakers/former students Tags: • (Not started) Partner with iMentor to support students' college-going identities, college knowledge, networking and college transition. Tags:

Strategy 3

If we do...	If we develop a robust, cohesive and effective MTSS system
Then we see...	a healthy, safe, positive, supportive, responsive and academically-centered school environment
which leads to...	increased student engagement and growth in GPA across all grade levels, along with a decrease in disciplinary infractions and a reduction in disciplinary issues.
Budget Description	

Tags	MTSS, Student Voice, Engagement, and Civic Life, CBE: SEL Integration, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment
Action steps	(Not started) Implement restorative justice practices including peace circles, mediation, and skills-based in school suspension Tags: (Not started) Continue the implementation of services provided by our CARE team via grade level meetings. Tags: (Not started) Integrate SEL competencies into curricula Tags: (Not started) Implement SEL competencies in Seminar and SBISS Tags: (Not started) Implement MTSS Tier 2/3 Intervention Kid Talk protocol three times quarterly via Grade Level meetings. Tags: (Not started) Collect and analyze data for effectiveness of MTSS interventions Tags:

Strategy 4

If we do...	If we increase parental involvement, develop an outlet for student voice, and increase SEL strategies and supports for students
Then we see...	an increase of parent attendance at school events and engagement in parent groups; an increase in enrollment in parent portal; an improved relationship between students, parents, teachers, and administration and a student body that feels empowered to institute positive change
which leads to...	improved 5 Essentials parent survey results, increased academic success for students, improved attendance and the development of the whole child.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, Family & Community Engagement, CBE: SEL Integration, FACE2: Parent Engagement

Action steps	(Not started) Collect and analyze data for effectiveness of MTSS interventions Tags: (Not started) Engage parents through parent cafes, Parent University classes and the legal clinic. Tags: (Not started) Engage parents in the TIA (Targeted Instructional Area) and current professional learning at Open House, workshops, and Parent Teacher Conference events. Tags: (Not started) Increase student-driven programming to meet the holistic needs of our students. This includes CAPE arts-based programs and After School Matters. Tags: (Not started) Promote awareness for Hispanic Heritage Month and Black History Month Tags: (Not started) Administer annual student surveys to seek ways to improve the school and meet students' interests and needs. Tags: (Not started) Advertise and provide incentives to promote parent participation at school-wide events (parent and council meetings, conferences, open houses, cultural and extra-curricular events, etc.) Tags:

Action Plan

Strategy 1

Provide differentiated PD around close reading, argumentative writing, and debate/collaborative conversations, to support teachers' abilities to support students' development of critical analysis skills (with an eye toward increased cognitive demand on students and increasing equitable access to appropriate levels of rigor and appropriate supports).

Aug 24, 2020 to Jun 04, 2021 - ILT/DEpt. Chairs/Admin

Continue PSAT and SAT preparation through junior seminar, Khan academy and after school SAT prep class

Aug 31, 2020 to Jun 04, 2021 - teachers/admin

Maintain quarterly PLC (Professional Learning Community) Schedules that provide learning cycles around Webb's Depth of Knowledge, Hess' Cognitive Rigor Matrices and NGHS' powerful practices aligned to critical analysis

Aug 31, 2020 to Jun 04, 2021 - Grade level Teams/Dept. Teams/Admin/ILT

Continue to further develop the alignment between teacher-created midterms and final exams and CCSS/NGSS/SAT Benchmark Standards on a quarterly basis during department meetings.

Aug 31, 2020 to Jun 04, 2021 - ALL Dept./ Admin/ ILT

Develop departmental Level IV assessments/tasks that measure students' critical analysis skills

- All Dept./ILT/teacher teams

Develop and regularly apply LASW (looking at student work) protocols during department/grade level meetings to ensure student outcomes meet intended instructional goals.

Aug 31, 2020 to Jun 04, 2021 - All Dept./ILT/teacher teams

Further develop and implement powerful instructional practices departmental look-for's (close reading; collaborative conversations; argumentative writing) to better monitor students' engagement in and progress with critical analysis.

Aug 31, 2020 to Jun 04, 2021 - All Dept./teacher teams

Create and maintain an SAT committee to inform practice, guide change and lead professional learning

Aug 31, 2020 to Jun 04, 2021 - Admin/Teacher Reps

Regularly engage staff in demonstration labs, learning walks, and instructional rounds around our targeted instructional area to monitor and assess students' development of critical analysis

Aug 31, 2020 to Jun 04, 2021 - Admin/ILT/All teachers

Design and implement a rigorous curricula, vertically and horizontally aligned to standards (CCSS, NGSS, SAT benchmarks) and critical analysis skills, and reflective of our powerful instructional practices (close reading, collaborative conversations, argumentative writing).

Aug 31, 2020 to Jun 04, 2021 - Admin/chairs/all teachers

Provide PD and safe practice for teachers around culturally sustaining (relevant) content and pedagogy (what we are teaching and how we are teaching it) in order to promote equitable access to content

Aug 31, 2020 to Jun 04, 2021 - TBD

Strategy 2

Apply an accountability protocol for all post-secondary partners and meet quarterly to review progress

Aug 31, 2020 to Jun 04, 2021 - Admin/Partners/PLT

Provide annual staff-wide professional development related to college access, persistence, and equity in the post-secondary landscape

Nov 02, 2020 to Jan 29, 2021 - Admin/Post-secondary coach

Reduce "summer melt" through summer interventions

Jun 21, 2021 to Aug 20, 2021 - post-secondary coach/Counseling dept/Community Partners

Consistently offer opportunities for students to be exposed to match colleges and universities through college visits, college fair, and partnerships.

Oct 02, 2020 to May 28, 2021 - post-secondary coach/Counseling dept/Seminar Teachers

Increase student participation in scholarship programs, resulting in increased financial aid awards.

May 04, 2020 to Aug 20, 2021 - post-secondary coach/Counseling dept/Community Partners

Host opportunities for students to show pride in their post-secondary decisions via celebrations, school newsletters, and a post-secondary bulletin board

Sep 14, 2020 to Jun 11, 2021 - College Coach/Counseling team/PLT/Admin

Monitor and analyze student success data/progress (PLS, GPA, BAG, On-Track, B's or better, failures, etc.) within grade level teams throughout each quarter

May 04, 2020 to Aug 20, 2021 - Counseling Team/ GLT/Admin

Increase percentage of students applying and enrolling in match colleges/universities

May 04, 2020 to Aug 20, 2021 - College coach/ PLT

Provide monthly counselor guidance lessons addressing college/career, grades, social/emotional issues.

Oct 05, 2020 to Jun 04, 2021 - counseling team/teachers

Continue partnership with NCS (Network for College Success) and receive ongoing coaching and PD to improve post-secondary culture

Sep 07, 2020 to Jun 30, 2021 - Admin/PLt/ILT

Cultivate students' post-secondary identities early on through career fairs and guest speakers/former students

Oct 05, 2020 to May 21, 2021 - PLt/Admin

Partner with iMentor to support students' college-going identities, college knowledge, networking and college transition.

May 04, 2020 to Jun 30, 2021 - Admin/Imentor/PLT

Strategy 3

Implement restorative justice practices including peace circles, mediation, and skills-based in school suspension

Sep 07, 2020 to Jun 18, 2021 - Admin/Discipline Team/teachers

Continue the implementation of services provided by our CARE team via grade level meetings.

Sep 14, 2020 to Jun 11, 2021 - Counseling Team/Clinicians/Admin/GLT

Integrate SEL competencies into curricula

Sep 08, 2020 to Jun 18, 2021 - All dept.

Implement SEL competencies in Seminar and SBISS

Sep 07, 2020 to Jun 18, 2021 - Admin/Seminar teachers

Implement MTSS Tier 2/3 Intervention Kid Talk protocol three times quarterly via Grade Level meetings.

Sep 14, 2020 to Jun 11, 2021 - Grade leads/GLT/Admin

Collect and analyze data for effectiveness of MTSS interventions

Sep 21, 2020 to Jun 18, 2021 - Care team/Sel Team

Strategy 4

Collect and analyze data for effectiveness of MTSS interventions

Sep 14, 2020 to Jun 18, 2021 - - Administration/ Grade level teams/ Community Liaison

Engage parents through parent cafes, Parent University classes and the legal clinic.

Sep 28, 2020 to May 28, 2021 - Administration/ Community Liaison, parents

Engage parents in the TIA (Targeted Instructional Area) and current professional learning at Open House, workshops, and Parent Teacher Conference events.

Oct 19, 2020 to Apr 16, 2021 - Administration/ ILT

Increase student-driven programming to meet the holistic needs of our students. This includes CAPE arts-based programs and After School Matters.

Sep 07, 2020 to Jun 18, 2021 - Administration/ Teachers

Promote awareness for Hispanic Heritage Month and Black History Month

Sep 21, 2020 to Feb 26, 2021 - Administration/ Teachers

Administer annual student surveys to seek ways to improve the school and meet students' interests and needs.

Oct 05, 2020 to Jun 11, 2021 - Administration, students, teachers

Advertise and provide incentives to promote parent participation at school-wide events (parent and council meetings, conferences, open houses, cultural and extra-curricular events, etc.)

Sep 07, 2020 to Jun 11, 2021 - Admin, parent groups, community liaison

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

NGHS uses the 5 Essentials survey and additional parent surveys as our needs assessment.

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

NGHS partners with the Network for College Success to ensure that all students meet proficient and advanced levels of academic achievement. Principal Feltes also works closely with CPS Network 15 leadership to ensure high quality training and coaching for teachers and department chairs.

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.

NGHS grounds our work around student achievement in research and data through the Chicago Consortium on School Research.

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).

NGHS provides every junior and senior a professional mentor via our iMentor program, and those mentors continue to work with students through their first year of college. We also offer an array of counseling services (individual, small group, and family), and we ensure that our counseling ratios are in line with the ASCA RAMP model. We staff a full time college coach and have built grade level seminar courses to support students with their postsecondary awareness and goals.

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

Partnerships have been built with various universities which produce high quality candidates. Principal Feltes has built a relationship with the CPS HR office, and we often accept CPS Early Offer candidates, who are individuals who have been pre-screened by the District and who are high-performing. We ensure we have enough teachers with each necessary certification. We ensure that NGHS is a great place to work and that staff morale is high.

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.

NGHS creates a year-long professional development calendar that focuses on supporting teachers with our Targeted Instructional Area and the CPS REACH Framework for Teaching.

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

We work to engage families constantly. We have a full-time, dedicated community relations representative whose job it is to work with families, engage parents, and engage our community.

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.

N/A

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.

We take a shared leadership approach and NGHS, and teachers are included in decision making - including decision making around assessments and hiring. Teachers vote on the assessment calendar each year, per the agreement with CPS and the CTU.

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.

Teachers engage in weekly Kid Talk and CARE Team referrals for students who are struggling, via the weekly grade level team meetings that we are able to have during the school day. This is where interventions are decided upon and where progress monitoring occurs.

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 principal ensures the coordination of federal, state, and local services, under the guidance of the Local School Council.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The principal presents the Title I plan to the PAC annually at the mandated meeting. The principal presents the annual NCLB budget to parents at that meeting. Parents and the PAC will meet bi-monthly to review the ESSA Title I parental involvement plan and policy. If parents feel the plan is not being fully implemented, suggestions for improvement can be made.

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

An annual informational meeting/organizational was held in the fall of 2019. Newsletters from the CPS District will be sent home immediately upon receipt. Participation in Title I PAC meetings will be highly encouraged via letters sent home, website updates, announcements posted on our marquee, and word of mouth from our BAC/PAC/LSC members.

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.

We have a designated parent room to store parent supplies/equipment in locked cabinets. PAC meetings are held in the library on a regular basis and we will continue this practice. An agenda and open forum give families access to resources and information. Also, parents are always welcome to attend LSC meetings, BAC meetings, PAC meetings, and/or to scheduled appointments with the principal if necessary.

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.

State test results will be distributed to students in division or via English classes and will be shared with parents . Counselors will also be available to meet with individual parents who may have questions or concerns about their student's performance on state tests. Parents will also be given links to various websites that explain the exams and help parents understand the results. A workshop will be given in one of the Title I PAC meetings, specifically regarding understanding state assessment scores.

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.

North-Grand will follow all procedures outlined by CPS about hiring "highly qualified" teachers. In our recruitment efforts, we will target only those teachers who meet ESSA's highly qualified status. Parents will be invited to be part of the hiring committee/interview process.

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.

North-Grand provides each student with their individual results on all PSAT and SAT assessments. Recently, the school created scorecards for students to track their performance over time to measure growth. At orientation, periodic parent meetings, and senior and junior nights, counselors review student performance on standardized tests with parents. North-Grand's bilingual coordinator will also host an informational session on the ACCESS test for parents of bilingual students.

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.

North-Grand has established relationships with Wilbur Wright College to offer free GED and ESL classes for all interested parents and community members, when possible. The PAC provides training and workshops for parents to learn about various topics that parents face. Partners like iMentor and Legacy Leaders organize events where parents receive advice on the best strategies for them to promote their child's academic progress at home. Parents will be urged to attend conferences and community activities that strengthen their contribution to educational success. North-Grand actively seeks vendors and service providers to support our families. These vendor and providers attend parent nights and all report card pick up days as well.

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.

Teachers at NGHS are expected to make weekly calls to parents to assist in students' success. All staff email addresses are available on the school's website, which is updated regularly. North-Grand has an open-door policy and parents are welcome to visit the school and their child's classes if they schedule an appointment to do so. Parents volunteer at many events at the school, including chaperoning dances and field trips, organizing events, assisting with student recruitment, etc. All parents will have the option to receive professional development on accessing the online GradeBook, which is updated weekly.

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.

A large majority of this does not apply to North-Grand, however, North-Grand will make an effort to host middle school articulation meetings that will help align elementary school and high school expectations with our feeder schools.

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.

The principal will send a newsletter, at least each semester, to parents, informing them of upcoming events, student activities, and opportunities for their participation. Parents can always schedule an appointment with our school's community liaison, who can share information about the school and upcoming events as well. Inn addition, the marquee in front of the school will inform parents and community of events and dates along with the school's website. Any type of correspondence that is being sent home to students will be done in both English and Spanish. In addition, the school utilizes a text blast feature that parents can sign up for on our school's website, northgrandhs.org, to receive information via text. All parents are invited to email the principal to request any further information that is needed, at eafeltes@cps.edu.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

North-Grand's Mission Statement: To create a nurturing community of life-long learners who can strive successfully to achieve their highest intellectual, emotional, social, and ethical potential, To develop an environment where students construct meaning by actively participating in the learning process, embracing academic excellence, high moral values, and proper social behaviors; To implement an intellectually challenging core curriculum, focusing on reading, math, and modern technology; To develop productive partnerships among students, parents, teachers, and community.

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

NGHS holds parent teacher conferences during all designated CPS Report Card Pick Up days, most recently, November 15, 2017 and April 19, 2018. Parent conferences are also held based on behavior, academic, and social-emotional concerns that we have about students. These happen on a weekly and ongoing basis. The case manager and teachers also meet with parents of students with IEPs and 504 plans for various meetings.

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

Grade reports are sent home during the end of each marking period. We also encourage parents to sign up for parent portal and text alerts during parent teacher conference days so that they can receive more information about their students' grades. We provide workshops to teach them to do this, periodically, during community events.

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

Administration is available for parents daily, based on need and/or via appointment; parents can call the school to set up an appointment with an administrator. Parents can request to meet with teachers on an as-needed basis, and administrators and/or counselors can help facilitate these meetings if necessary.

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.

Parents are invited to the school multiple times each quarter for family/community events. During these events, students demonstrate their learning and their work. Parents can also apply for approval as CPS volunteers and can then chaperon field trips and class activities, once approval is granted.

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

Parents should monitor their child's homework completion and grades on a weekly basis. They can do this by accessing Parent Portal. If the parent doesn't have access to a computer, we encourage our parents to come in to NGHS to utilize our computer labs. Attendance should be monitored on a daily basis. Our attendance office will call parents of truant students or frequently absent or tardy students on a daily basis. Parents can come to school to confer with the attendance clerks and counselors about strategies for improving attendance.

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 are heavily involved in the FIE/IEP process for all students with IEPs and 504 plans. They collaborate with teachers and the case manager to make decisions regarding the education of their children. Parents are also asked to complete interest surveys at community events where they can share their thoughts about how to improve the quality of education that we are offering to our children.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will maintain a 90% or higher attendance rate. They will participate in their seminar class activities, which support their social-emotional learning and skills development, as well as prepare them for their post-secondary pursuits. Students will check their grades and complete self-reflections on a regular basis during seminar class. 9th, 10th, and 11th grade students who are struggling will be referred to counseling/small group services.

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.

Activities/training will be made available through the PAC to parents on a monthly basis. Topics include: Managing Stress and Conflict Resolution; Effective
Time Management; Understanding Parent Portal and CPS; Talking to Your Child About Today's Issues, etc (more workshops will be selected by the PAC).

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.	$2674.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1000.00
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)	$1500.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$200.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS	$0.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
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.	$2000.00