

Gwendolyn Brooks College Preparatory Academy HS 2020-2022 plan summary

Team

Name	Role	Email	Access
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Julia Ciciora	ILT Member		No Access
Michael Schroers	ILT Member		No Access
Jose Garza	LSC President		No Access
Michael Brown	LSC		No Access
Kenya Patnett	LSC/VOB		No Access
Barbara Ware	LSC		No Access
Veylun Smith	LSC		No Access

Team Meetings

Date	Participants	Topic
02/04/2020	VOB	Introduction of CIWP
02/11/2020	LSC Meeting	Introduction of CIWP

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

- **Evidence:** PLC agendas, ILT agendas, Culture and Climate agendas, grade level team agendas, and school wide folder.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** PLC agendas, Department agendas, and school wide folder.
- 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
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** PLC agendas, Department agendas, and school wide folder.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners

- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** PLC agendas, Department agendas, and school wide folder.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 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)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)

- 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)
- 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** PLC agendas, Department agendas, school wide folder, IAT agendas, culture and climate agendas, and BHT agendas.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** PLT agendas, PLC agendas, Counseling Department agendas, and school wide folder.

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:** Culture and Climate Agendas, PLC agendas, and grade level team agendas.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Unit plans, ILT Agenda, PLC agendas, grade level team agendas, and culture and climate agendas.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Culture and Climate agendas, ILT agendas, BHT agendas, and PD@Brooks agendas.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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:** Culture and Climate agendas and BHT agendas.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 2 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Parent newsletter, VOB agendas, Counselor parent workshop agendas.

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	3
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	4
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: 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

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	<p>INSTRUCTION: If we do...Intentional vertically aligned competency based education, standard based grading, student choice and adaptive pacing.</p> <p>then we see...best instructional practices in the classroom, more student identities/agency as learners/ownership of classroom activity, and equity.</p> <p>which leads to...higher growth on the SAT/PSAT, higher on-track, higher college graduation, enrollment, persistence, and more students earning college credit while in high school.</p>
Root Cause 1	<p>We are not seeing the growth results we want. We believe with equity in mind, consistent Grade Level Teams, Adaptive Competencies, performance indicators, learning targets, and Academic Competencies, Analysis of assessments (rigorous) which are aligned to instructional best practices (DOK), SAT/PSAT Dream Teams-connected to PLC work which explicitly show how class content and "tested" content are related, and sharing of instructional strategies, we will see growth and students who are more prepared for their post-secondary goals, growth mindsets, and more equitable access for all students. We believe this will also lead to higher PSAT/SAT scores.</p>
Area of Critical Need 2	<p>TRANSITION TO COLLEGE: If we do...targeted post secondary student supports and direct instruction of post-secondary opportunities. then we see...increases in students achievement and increased knowledge of the college/post secondary goals and opportunities. Counselors taking an integral</p>

	<p>role in giving direct instruction of the importance of course selection process and the courses selected. In addition, counselors giving direct instruction regarding reach, match and safety schools.</p>
<p>Root Cause 2</p>	<p>We are not seeing enough students graduate earning college credit and we want to see an increase in our graduation data to increase from 83% last year to 90% within the next two years. Our work with EOS/College Board should bolster the number of students earning college credit, but we want to go further than that. We recognize that while most of our students are college-bound, a lot of students don't have the resources to engage in college visits, and we further need to expand our work around offering exposures to different postsecondary pathways. To that end, we applied for and received a grant for postsecondary access for three tiers of students, which will continue into the fall. We will continue expanding our counseling seminar offerings, as we did this past year with our Sophomore Success seminar, in order to get students thinking about postsecondary opportunities earlier. We also invested this past year in a Testing Coordinator, who has been able to take some of the work off of the shoulders of our counseling team so that they can focus on more small group and one-on-one postsecondary supports and interventions, which will continue into next school year.</p>
<p>Area of Critical Need 3</p>	<p>MTSS: If we do...Implementation of school wide positive behavioral supports, targeted, and tiered MTSS intervention supports and consistent, standardized behavioral intervention practices across disciplines and grade levels, and school wide adaptive competencies.</p> <p>then we see...teachers model and teach students how to track their academic progress in classes as part of the pathways and adaptive pacing and growth mindset. Staff will implement tiered interventions and monitor progress. School wide staff and student celebrations. Consistent and common SEL practices across the school using school wide adaptive competencies.</p> <p>which leads to...better prepared, reflective</p>

	students capable of reflection and growth, who are both self-aware and self motivated to be more successful students. This will in turn lead to increased attendance, a very organized 5 essentials outcome, and a higher graduation rate.
Root Cause 3	We are not seeing the attendance rate we want and we want to continue to improve our culture and climate. In addition, we don't meet as a Grade Level Team enough to discuss student progress, targeted interventions, and best practices/strategies. We believe that with SEL Integration into academic goals, creating a resource bank of strategies for SEL, Teaching students skills and tools to self-manage , Grade levels ream identification of ONE strategy to teach and implement self-management to students Grade level teams will discuss the tools and strategies for progress to see if it is affecting struggling students, we will better support our students both academically and socially-emotionally.

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: HS Attendance Rate Attendance coordinator will monitor daily attendance. We will implement individual attendance contracts for students who are chronically late or absent. We will develop targeted supports for students in need. In accordance with our Vision Goals, our targeted student groups are students with IEPs and African American Females.	Students with IEPs		97.80	97.80
	African American Female		97.80	97.80
Vision: 4 Year Graduation Rate Counselors will continue to teach Junior/Senior College Knowledge and Sophomore Success classes to help students learn about their post-secondary options and develop concrete post-secondary plans.	Students with IEPs		91.89	91.89
	African American Male		91.89	91.89

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
The goal is increase this by 1% each year. Our targeted student groups are students with IEPs and African American males.				
<p>SQRP: SAT Cohort Growth Percentile</p> <p>Our students scored in the Fall of 2018, a 1049 composite, 536 ERW and 513 Math. In the Spring, they scored a 1125 composite, 565 ERW and 560 Math. Therefore, there was a 76 point growth. Over the next two years, we hope to increase growth by 2 points each year. We will continue to use of Khan Academy, SAT Dream Teams, targeted instructional planning, implementation of CBE, and Academic Approach practice exams, and Academic Approach SAT Test Prep. Our targeted student groups are African American males and females.</p>	African American Female		88.18	88.18
	African American Male		88.18	88.18
<p>SQRP: PSAT 9 Annual Growth Percentile</p> <p>Our students scored in the Fall of 2018, a 962 composite, 484 ERW and 478 Math. In the Spring, they scored a 1028 composite, 516 ERW and 512 Math. Therefore, there was a 66 point growth. Over the next two years, we hope to increase growth by 2 points each year. We will continue to use of Khan Academy, PSAT Dream Teams, targeted instructional planning, implementation of CBE, and Academic Approach practice exams. Our targeted student groups are African American males and students with IEPs.</p>	African American Male		88.01	88.01
	Students with IEPs		88.01	
<p>SQRP: PSAT10 Annual Growth Percentile-Math</p> <p>Our students scored in the Fall of 2018, a 1002 composite, 506 ERW and 497 Math. In the Spring, they scored a 1022 composite, 524 ERW and 498 Math. Therefore, there was a 20 point growth. Over the next two years, we hope to increase growth by 2 points each year. We will continue to use of Khan Academy, PSAT Dream Teams, targeted instructional planning, implementation of CBE, and Academic Approach practice exams. Our targeted student groups are African American males and Students with IEPs</p>	African American Male		88.01	88.01
	Students with IEPs		88.01	88.01

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey This year, Brooks was received organized rating. The year before, we earned a very well organized. Our goal for the next two years are to earn a well organized. based on the results, our areas of growth are teacher-to-teacher trust and students building rapport and trust with teachers, in particular, African American males.</p>					

Required metrics (Highschool) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey This year, Brooks was received organized rating. The year before, we earned a very well organized. Our goal for the next two years are to earn a well organized. based on the results, our areas of growth are teacher-to-teacher trust and students building rapport and trust with teachers, in particular, African American males.</p>			100.00	100.00	100.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>Average Daily Attendance Rate Attendance coordinator will monitor daily attendance. We will implement individual attendance contracts for students who are chronically late or absent. We will develop targeted supports for students in need.</p>	96.70	90.40		93.00	93.00
<p>PSAT 9 Annual Growth Measure Our students scored in the Fall of 2018, a 962 composite, 484 ERW and 478 Math. In the Spring, they scored a 1028 composite, 516 ERW and 512 Math. Therefore, there was a 66 point growth. Over the next two years, we hope to increase growth by 2 points each year. We will continue to use of Khan Academy, PSAT Dream Teams, targeted instructional planning,</p>		66.00		68.00	70.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
implementation of CBE, and Academic Approach practice exams.					
<p>PSAT 10 Annual Growth Our students scored in the Fall of 2018, a 1002 composite, 506 ERW and 497 Math. In the Spring, they scored a 1022 composite, 524 ERW and 498 Math. Therefore, there was a 20 point growth. Over the next two years, we hope to increase growth by 2 points each year. We will continue to use of Khan Academy, PSAT Dream Teams, targeted instructional planning, implementation of CBE, and Academic Approach practice exams.</p>		20.00		22.00	24.00
<p>SAT Annual Growth Our students scored in the Fall of 2018, a 1049 composite, 536 ERW and 513 Math. In the Spring, they scored a 1125 composite, 565 ERW and 560 Math. Therefore, there was a 76 point growth. Over the next two years, we hope to increase growth by 2 points each year. We will continue to use of Khan Academy, SAT Dream Teams, targeted instructional planning, implementation of CBE, and Academic Approach practice exams, and Academic Approach SAT Test Prep.</p>		76.00		78.00	80.00
<p>4 year Cohort Graduation Rate Counselors will continue to teach Junior/Senior College Knowledge and Sophomore Success classes to help students learn about their post-secondary options and develop concrete post-secondary plans. The goal is increase this by 1% each year.</p>		92.70		93.70	94.70
<p>Freshmen On-Track Teachers will continue to analyze data and make instructional decisions based on the data. In addition, teachers will continue to develop targeted interventions to support students who struggling. Brooks will continue to offer Flex Seminar classes, Grade level team meetings to discuss targeted grade-level interventions, intervention/acceleration (tier 1 instructional supports), and mastery school. We plan to increase this to 90% and 93% the next year.</p>		82.70		90.00	93.00
<p>College Enrollent Rate Last year, our college enrollment rate was a 79.8%. Counselors will continue to teach Junior/Senior College Knowledge and Sophomore Success classes to help students learn about their post-secondary options</p>		79.80		82.00	84.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
and develop concrete post-secondary plans to increase the college enrollment rate.					
College Persistence Rate Counselors and/or admin will provide Summer Melt to ensure students have the support they need.		86.50		88.00	89.00

Strategies

Strategy 1

If we do...	Intentional vertically aligned competency based education, standard based grading, student choice and adaptive pacing.
Then we see...	best instructional practices in the classroom, more student identities/agency as learners/ownership of classroom activity, and equity.
which leads to...	higher growth on the SAT/PSAT, higher on-track, higher college graduation, enrollment, persistence, and more students earning college credit while in high school.
Budget Description	Academic Approach, post-secondary resources, teacher planning time to develop common assessments, platforms, vertical alignment, and competencies.
Tags	CBE: Supports, Interventions, or Extensions
Action steps	<ul style="list-style-type: none"> (Not started) Analysis of DOK levels of assignments/assessments and the questions teachers ask. Tags:CBE: Adaptive Pacing (Not started) Development of school wide academic and adaptive competencies. Tags:CBE: Adaptive Pacing (Not started) In PLCs, teachers will develop common assessments, analyze data to determine instructional practices/shifts, develop targeted interventions, common rubrics, and adaptive pacing strategies. Tags:CBE: Adaptive Pacing (Not started) Teachers and admin. will determine best instructional strategies to support student learning (i.e. Socratic seminars, analyzing student work, close reading, etc.).

	<p>Tags:CBE: Adaptive Pacing</p> <ul style="list-style-type: none"> (Not started) Teachers will provide targeted intervention in the classroom as Tier 1 instruction and flex seminars to provide students with even more small group targeted instruction. Teachers will allow students multiple opportunities to demonstrate learning. <p>Tags:CBE: Adaptive Pacing</p> <ul style="list-style-type: none"> (Not started) Teachers will begin using school wide academic and adaptive competencies to develop project based learning projects/assessments in PLCs, Departments, and grade levels. <p>Tags:</p>
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Strategy 2

If we do...	targeted post secondary student supports and direct instruction of post-secondary opportunities.
Then we see...	increases in students achievement and increased knowledge of the college/post secondary goals and opportunities. Counselors taking an integral role in giving direct instruction of the importance of course selection process and the courses selected. In addition, counselors giving direct instruction regarding reach, match and safety schools.
which leads to...	Increase in graduation rates, college enrollment, and persistence.
Budget Description	Post-secondary resources (i.e. for Signing Day, college tours, etc.)
Tags	OSCPA: Learn.Plan.Succeed.
Action steps	<ul style="list-style-type: none"> (Not started) Counselors will teach Junior/Senior College Knowledge and Sophomore success classes focusing on FASFA, college applications, and scholarships. This will be accomplished by providing counselors time to plan college knowledge curriculum. In addition, our partnerships (i.e. Schuler) with external stakeholders will meet with small groups of targeted students to help support them academically and social emotionally. <p>Tags:OSCPA: Academic Advising</p> <ul style="list-style-type: none"> (Not started) 100% of students will have a concrete post secondary plan by graduation (i.e. Learn, Plan, Succeed). This will be accomplished by counselors meeting with students individually, push ins into English classes, and engaging students and parents in discussion about their post secondary plans. <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) By working with community partners (College Board EOS) we will utilize key data points to help guide AP programming. The expectation will be for every student to take at least one advanced course to earn college credit each year (i.e. AP, Dual Credit, and/or Dual Enrollment). Counselors and Admin. will meet with EOS and teachers to not only recommend students for AP courses and Dual Credit courses but also to discuss their post secondary plans as it relates to courses. In addition, this will be accomplished by ensuring parents are involved in this dialogue. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) In the senior year, all students will apply to at least 1 reach, match and safety school. In addition, they will apply for at least 5 scholarships, and FASFA. Counselors will accomplish this by using Naviance and post secondary plans to help individual students identify their reach, match and safety schools. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) 1000% of the school will engage in a school wide celebration of students' post secondary successes (i.e. Signing Day). This will be accomplished by individual meetings with students and a review of Learn. Plan. Succeed and planning celebrations around student goals. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Students will go on at least one college tour during their 4 years in high school. This will be accomplished college visits and individual and small group student discussions about post secondary goals. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Early college discussions will begin happening at the 7th and 8th grade to expose students early to post secondary options. This will be accomplished college visits and individual and small group student discussions about post secondary goals. In addition, counselors will meet with students during AC lab to discuss future post secondary goals and opportunities. <p>Tags:</p>
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Strategy 3

If we do...	Implementation of school wide positive behavioral supports, targeted, and tiered MTSS intervention supports and consistent, standardized behavioral intervention practices across disciplines and grade levels, and school wide adaptive competencies.
Then we see...	teachers model and teach students how to track their academic progress in classes as part of the pathways and adaptive pacing and growth mindset. Staff will implement tiered interventions and monitor progress. School wide staff and student celebrations. Consistent and common SEL practices across the school using school wide adaptive competencies.

which leads to...	better prepared, reflective students capable of reflection and growth, who are both self-aware and self motivated to be more successful students. This will in turn lead to increased attendance, a very organized 5 essentials outcome, and a higher graduation rate.
Budget Description	Resources for teachers to plan, student incentives, student and staff celebrations, and Culture and Climate team.
Tags	CBE: SEL Integration
Action steps	<ul style="list-style-type: none"> • (Not started) Teachers will meet in PLCs and analyze student progress using the PLC Data Analysis Protocol. Tags: • (Not started) Grade level teams will meet to discuss student progress, create common interventions to support struggling students, create common tier 1 behavioral interventions at each grade level incorporating adaptive competencies, and track progress. Tags: • (Not started) Teacher will model adaptive competencies and help students track their own progress in classes. Tags: • (Not started) Teachers will use the referral form and Deans, Admin. and Culture and Climate will monitor student behavioral progress and interventions. Tags: • (Not started) Culture and Climate and BHT Teams will develop school wide attendance and behavioral incentives and track implementation and progress. Tags: • (Not started) Students will be encouraged to participate in extracurricular activities to promote school spirit, positive culture and climate, and post-secondary goals. Tags: • (Not started) Culture and Climate Team will develop tier levels of interventions (i.e. restorative conversations for 5 minutes with student) and a school wide progress monitoring system. Tags:

Action Plan

Strategy 1

Analysis of DOK levels of assignments/assessments and the questions teachers ask.

Mar 16, 2020 to Mar 18, 2022 - Teachers and Admin

Development of school wide academic and adaptive competencies.

Mar 16, 2020 to Mar 18, 2022 - Teachers and Admin.

In PLCs, teachers will develop common assessments, analyze data to determine instructional practices/shifts, develop targeted interventions, common rubrics, and adaptive pacing strategies.

Mar 16, 2020 to Mar 18, 2022 - Teachers and Admin

Teachers and admin. will determine best instructional strategies to support student learning (i.e. Socratic seminars, analyzing student work, close reading, etc.).

Mar 16, 2020 to Mar 18, 2022 - Teachers and Admin

Teachers will provide targeted intervention in the classroom as Tier 1 instruction and flex seminars to provide students with even more small group targeted instruction. Teachers will allow students multiple opportunities to demonstrate learning.

Mar 16, 2020 to Mar 18, 2022 - Teachers and Admin

Teachers will begin using school wide academic and adaptive competencies to develop project based learning projects/assessments in PLCs, Departments, and grade levels.

Mar 16, 2020 to Mar 18, 2022 - Teachers, ILT, Grade Level, PLCs, and Admin.

Strategy 2

Counselors will teach Junior/Senior College Knowledge and Sophomore success classes focusing on FASFA, college applications, and scholarships. This will be accomplished by providing counselors time to plan college knowledge curriculum. In addition, our partnerships (i.e. Schuler) with external stakeholders will meet with small groups of targeted students to help support them academically and social emotionally.

Mar 18, 2020 to Mar 18, 2022 - Counselors

100% of students will have a concrete post secondary plan by graduation (i.e. Learn, Plan, Succeed). This will be accomplished by counselors meeting with students individually, push ins into English classes, and engaging students and parents in discussion about their post secondary plans.

Mar 16, 2020 to Mar 18, 2022 - Counselors

By working with community partners (College Board EOS) we will utilize key data points to help guide AP programming. The expectation will be for every student to take at least one advanced course to earn college credit each year (i.e. AP, Dual Credit, and/or Dual Enrollment). Counselors and Admin. will meet with EOS and teachers to not only recommend students for AP courses and Dual Credit courses but also to discuss their post secondary plans as it relates to courses. In addition, this will be accomplished by ensuring parents are involved in this dialogue.

Mar 16, 2020 to Mar 18, 2022 - Counselors, Teachers, and Admin.

In the senior year, all students will apply to at least 1 reach, match and safety school. In addition, they will apply for at least 5 scholarships, and FASFA. Counselors will accomplish this by using Naviance and post secondary plans to help individual students identify their reach, match and safety schools.

Mar 16, 2020 to Mar 18, 2021 - Counselor

1000% of the school will engage in a school wide celebration of students' post secondary successes (i.e. Signing Day). This will be accomplished by individual meetings with students and a review of Learn. Plan. Succeed and planning celebrations around student goals.

Mar 16, 2020 to Mar 18, 2021 - Counselors, teachers, and admin.

Students will go on at least one college tour during their 4 years in high school. This will be accomplished college visits and individual and small group student discussions about post secondary goals.

Mar 16, 2020 to Mar 18, 2021 - Counselors and admin.

Early college discussions will begin happening at the 7th and 8th grade to expose students early to post secondary options. This will be accomplished college visits and individual and small group student discussions about post secondary goals. In addition, counselors will meet with students during AC lab to discuss future post secondary goals and opportunities.

Mar 16, 2020 to Mar 18, 2022 - Counselors

Strategy 3

Teachers will meet in PLCs and analyze student progress using the PLC Data Analysis Protocol.

Mar 16, 2020 to Mar 18, 2022 - Teacher and Admin.

Grade level teams will meet to discuss student progress, create common interventions to support struggling students, create common tier 1 behavioral interventions at each grade level incorporating adaptive competencies, and track progress.

Mar 16, 2020 to Mar 18, 2022 - Grade Level Teams, teachers, and admin.

Teacher will model adaptive competencies and help students track their own progress in classes.

Mar 16, 2020 to Mar 18, 2022 - Teachers

Teachers will use the referral form and Deans, Admin. and Culture and Climate will monitor student behavioral progress and interventions.

Mar 16, 2020 to Mar 18, 2022 - Teachers, Culture and Climate, and Admin.

Culture and Climate and BHT Teams will develop school wide attendance and behavioral incentives and track implementation and progress.

Mar 16, 2020 to Mar 18, 2022 - Culture and Climate

Students will be encouraged to participate in extracurricular activities to promote school spirit, positive culture and climate, and post-secondary goals.

Mar 16, 2020 to Mar 18, 2022 - Teachers, counselors, and admin.

Culture and Climate Team will develop tier levels of interventions (i.e. restorative conversations for 5 minutes with student) and a school wide progress monitoring system.

- Culture and Climate, Admin, and Deans

Fund Compliance

ESSA Program

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.

Counselors administer needs assessment to students and parents. Based on the information received, staff plans accordingly for social emotional and academic needs. In addition, departments work in teams to identify competencies, performance indicators, and learning targets and mastery.

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

Teachers have identified mastery for each competency, performance indicator, and learning targets. Based on student performance and demonstration of mastery, teachers provide targeted classroom interventions, flex seminar interventions, and tutoring. In addition, students have multiple opportunities to do retakes to demonstrate their mastery.

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.

Teachers have identified mastery for each competency, performance indicator, and learning targets. Based on student performance and demonstration of mastery, teachers provide targeted classroom interventions, flex seminar interventions, and tutoring. In addition, students have multiple opportunities to do retakes to demonstrate their mastery. Students are also supported through counseling and admin interventions.

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).

Teachers have identified mastery for each competency, performance indicator, and learning targets. Based on student performance and demonstration of mastery, teachers provide targeted classroom interventions, flex seminar interventions, and tutoring. In addition, students have multiple opportunities to do retakes to demonstrate their mastery. Students are also supported through counseling and admin interventions.

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

Teachers collaborate and provide feedback in the interview process to help find candidates who are aligned to the school's mission and vision.

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.

PD@Brooks is composed of dynamic teachers who create and deliver targeted, differentiated professional development.

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

Our Village of Brooks has monthly meetings to increase parent involvement and a space for parents to share ideas and get resources. In addition, a monthly newsletter is sent out to parents with updates and events.

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.

Brooks has invested in Academic Approach for SAT prep and practice assessments. In addition, teachers work in PLCs to develop academic assessments that help guide their instruction, instructional practices, interventions, and decisions.

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 have identified mastery for each competency, performance indicator, and learning targets. Based on student performance and demonstration of mastery, teachers provide targeted classroom interventions, flex seminar interventions, and tutoring. In addition, students have multiple opportunities to do retakes to demonstrate their mastery. Students are also supported through counseling and admin interventions.

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 BHT team coordinates with federal, state and local agencies to provide support for students who need it.

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.

Principal will work with parents and parent group to collaboratively involve parents in the process of periodic review. During parent meetings, principal will discuss with parents the plan and ask for feedback. Based on parental feedback, changes will be made to the plan to ensure parent voice is included.

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

Principal will deliver the state of the school address, go over the CIWP and Title I PAC funds (usually around November). Principal will ensure this communication is sent out in advance of the meeting (required number of days) so parents have ample notice of the meeting. Principal will work collaboratively with PAC to develop plan and get feedback from other parents.

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.

Principal will attend parent meeting once a month so parents have a chance to ask any questions or bring up any concerns they may have. In addition, principal will deliver updates at each meeting so parents stay abreast of pertinent information. This is in addition, to the school wide newsletter and the AC newsletter which is sent out once a month.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents will receive progress reports indicating their child's performance. In addition, teachers will have regular communication with parents and will discuss student progress at report card pick up. Parents will also have access to various platforms that are used to communicate student progress in classes.

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.

Admin. will send out a notification to parents.

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.

At parent meetings, admin and teachers will help parents to understand the different platforms used, how to monitor progress, best methods to communicate with teachers, and questions to ask your child. In addition, admin and teachers will hold parent workshops about different platforms and how to monitor student progress.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

At parent meetings, admin and teachers will help parents to understand the different platforms used, how to monitor progress, best methods to communicate with teachers, and questions to ask your child. In addition, admin and teachers will hold parent workshops about different platforms and how to monitor student progress.

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.

At parent meetings, admin and teachers will help parents to understand the different platforms used, how to monitor progress, best methods to communicate with teachers, and questions to ask your child. In addition, admin and teachers will hold parent workshops about different platforms and how to monitor student progress. Principal will work collaboratively with parent club to identify resources that are needed and would support parents. At monthly parent meetings, one of these resources will be featured to help support parents with identified needs.

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.

n/a

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.

Principal will attend parent meeting once a month so parents have a chance to ask any questions or bring up any concerns they may have. In addition, principal will deliver updates at each meeting so parents stay abreast of pertinent information. This is in addition, to the school wide newsletter and the AC newsletter which is sent out once a month.

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)

We do not have a Head Start Program.

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 ensure each student learns at high levels. We are still moving toward school wide implementation of CBE and other innovative high quality curriculum/strategies.

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.

In accordance with the CPS calendar, we will hold our parent-teacher conferences for both HS and AC.

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

In accordance with the CPS calendar, parents will receive progress reports. In addition, teachers frequently update grades and share this progress with parents and students.

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

Staff will respond to requests within 48 hours.

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 who complete the required CPS volunteer steps and are approved will be notified of volunteer opportunities at the school.

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

Parents are provided with training on different platforms so they can assist with learning and partnership.

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

There are monthly VOB (Village of Brooks) meetings and LSC meeting where parents may consult with staff and admin about decisions related to the education of their 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 share responsibility for their academic achievement by tracking their own progress in class in collaboration with their teachers.

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.

The goal is for the PAC to help support VOB meetings by providing attending parents with refreshments. In addition, reimbursements for any parent professional development and/or supplies to support parent learning/engagement.

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.	\$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)	\$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.	\$2921.00
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 be used only by parents.	\$0.00