

# James B McPherson Elementary School

## 2020-2022 plan summary

### Team

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## Team Meetings

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
01/08/2020	Mrs. Turk, Mr. Chad, Mrs. Astorga, Mrs. Touras-Andrikopoulos, Ms. McCarthy, Mrs. McCarthy, Ms. Dosch, Ms. Samuelson, Mrs. Hollister, Mrs. Czerkas, Ms. Boyer, Mrs. Kainer, Ms. Minogue, Mrs. Barreda, Ms. Latronica,	The team took a deep dive into our current CIWP in preparation for the development of our 202-2022 CIWP.
02/12/2020	Mrs. Nikokavouras, Mr. Chad, Mrs. Low, Mrs. McCarthy, Mrs. Czerkas, Mrs. Hollister, Mrs. Kainer, Ms. Minogue, Ms. Dosch, Ms. Boyer, Ms. Samuelson	We divided into teams to review our projected scores for the 202-2022 CIWP and see if there is agreement and does the school data support the projected scores.
01/31/2020	Mrs. Nikokavouras, Mrs. Trevino, Mrs. Turk, Mr. Chad	This meeting consisted of scoring the frameworks for the CIWP being drafted for the 2020-2022 cycle.
03/11/2020	Mrs. Nikokavouras, Mrs. Turk, Mr. Kirkpatrick, Mrs. Low, Mrs. Hollister, Ms Samuelson, Mrs. Kainer, Mrs. Barreda, Mrs. Belienda-Astorga, Ms. Boyer, Ms. Dosch, Ms. Minogue, Mrs. Czerkas, Mr. Santana, Mrs. Caudill, Ms. Latronica	Root cause analysis
03/17/2020	Mrs. Turk, Mrs. Nikokavouras, Mrs. Trevino, and Mr. Chad	discuss and add preliminary root cause analysis data to the google document.

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
04/03/2020	Mrs. Turk, Mrs. Low, Mrs. Nikokavouras, Mrs. Touras, Mrs. Trevino, Mr. Kirkpatrick, Mrs. Caudill	We developed our strategies for the CIWP
04/17/2020	Mrs. Nikokavouras, Mrs. Low, Mrs. Caudill, Mr. Chad, Mrs. Turk, Ms. Dosch, Mrs. Touras,	We worked on strategy development.
05/01/2020	Mrs. Nikokavouras, Mrs. Low, Mrs. Caudill, Mr. Chad, Mrs. Turk, Ms. Dosch, Mrs. Touras	We worked on the School Parent Component
05/08/2020	Mrs. Nikokavouras, Mrs. Low, Mrs. Caudill, Mrs. Turk, Ms. Dosch, Mrs. Touras	We worked on School Parent Component and Funds
10/03/2019	Mrs. Turk, Mr. Chad, Mrs. Astorga, Mrs. Touras-Andrikopoulos, Ms. McCarthy, Mrs. McCarthy, Ms. Dosch, Ms. Samuelson, Mrs. Hollister, Mrs. Czerkas, Ms. Boyer, Mrs. Kainer, Ms. Minogue, Mrs. Barreda, Ms. Latronica,	We looked at the 5 Essentials and did a Data analysis
10/16/2019	Mrs. Turk, Mr. Chad, Mrs. Astorga, Mrs. Touras-Andrikopoulos, Ms. McCarthy, Mrs. McCarthy, Ms. Dosch, Ms. Samuelson, Mrs. Hollister, Mrs. Czerkas, Ms. Boyer, Mrs. Kainer, Ms. Minogue, Mrs. Barreda, Ms. Latronica,	Introduction to Continuous Improvement Work Plan (CIWP)
12/04/2019	Mrs. Turk, Mr. Chad, Mrs. Astorga, Mrs. Touras-Andrikopoulos, Ms. McCarthy, Mrs. McCarthy, Ms. Dosch, Ms. Samuelson, Mrs. Hollister, Mrs. Czerkas, Ms. Boyer, Mrs. Kainer, Ms. Minogue, Mrs. Barreda, Ms. Latronica,	CIWP: Phase One Framework Priorities
11/04/2020	Mrs. Nikokavouras, Mrs. Turk, Mr. Chad D. Kirkpatrick, Mrs. Astorga, Ms. Barreda, Ms. Dosch, Mrs. Trevino, Mrs. Czerkas, Mrs. Low, Ms. Latronica, Mrs. Hollster, Mr. Santana,	CIWP-update progress

## 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
  - 1 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 2 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** The ILT membership has increased and there is more teacher voice in decision making. There is increased coaching to support teacher practices and MTSS, math, and literacy. Grade level meetings focus on student data (ie, Chavez reports), celebrations and goal setting for increased student performance. These are documented through ILT minutes and grade level meeting minutes.
- 3 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 4 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
  - 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)
  - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Partnership with ASIAN humanities and C4 to support SEL. There is a protocol for hiring with the use of a team rubric, subject specific teams. Scheduling is extensive across all grades, special education and paraprofessional meeting the district and IB requirements. There is calendar in place for year long bulletin board and glass case displays of student work.

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 1 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- 2 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 2 Curriculum connects to real world, authentic application of learning
- 1 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** There is the use of Second Step embedded or taught separately in K-5. The IB learner profile traits and character ed. traits are incorporated into unit plans.
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Currently we have quarterly recognizing student achievement with parent participation. This school year we had our first international night to celebrate the diversity of our school population.
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 2 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
  - 2 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
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 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
  - 2 Improve and promote assessment literacy

- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Currently this is an area that is in progress as a recognized area of need for improvement. We have started using the Chavez reports to monitor student progress and have compared recent NWEA results to establish tiers and goal setting.
- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 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)
  - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 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)
  - 3 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)
  - 2 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)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 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:** Currently there is an MTSS team that looks at student data and provides supports to teachers. This year AIMS web has begun to utilized as a progress monitoring tool to track student response to intervention and assist with Tiering students.
- 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
  - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Currently there is Naviance curriculum that the students attend weekly and provided by the school counselor and the IB coordinator works with upper grade students on IB traits on a weekly basis.

## Quality and Character of School Life

- 2 - Relational Trust

- 2 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)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Currently, this area is developing with increased opportunities to participate in various committees that drive our school. There has been a significant increase in teachers taking on leadership roles throughout the school and participating in committees that promote student growth, family engagement, and channels for community participation.
- 3 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 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
  - 2 Experience a schoolwide civics culture
  - **Evidence:** We have a student council that is elected by the students and meet regularly. We have students who participate in the student action council through the alderman's office. On several occasions the student council has presented to the LSC on topics as dress code rules and student trips.
- 4 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 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:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 2 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:** There are systems in place for assisting students and families that may be experiencing trauma or change through the administration, school social worker, the school counselor, and the case manager.
- 3 - Family & Community Engagement



- 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 2 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)
- 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Currently, we have a monthly newsletter, a weekly blast, classroom DoJo, web pages, parent portal, and school website to keep families and community members abreast of events occurring here at McPherson. We have several established partnerships, for example, Old Town school of folk music, Peggy Notebaert Nature Museum, 47th ward to name a few.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
2	Quality and Character of School Life: Relational Trust	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	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	Quality and Character of School Life: Physical and Emotional Safety	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.

### Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math)  According to the vision portal data, these subgroups were selected in order to analyze student levels in Math to design support systems.	Students with IEPs		24.84	35.19
	Latinx		53.49	56.67
Vision: NWEA Growth G3-8 (Reading)  According to the vision portal data, these subgroups were selected in order to analyze student levels in reading to design support systems.	Latino (Male)		54.60	59.00
	Latina (Female)		66.40	71.40
	Latino (Male)		37.60	40.60

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: NWEA Growth G3-8 (Math)  According to the vision portal data, these subgroups were selected in order to analyze student levels in Math to design support systems.	Latina (Female)		46.90	49.90
(Blank)				
(Blank)				

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

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Relational Trust - In addition to implementing whole school team building activities, McPherson staff will create a qualified pool of mentors where the mentor and mentee will meet once a week.				5.00	5.00

### Custom metrics (0% complete)

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

## Strategies

### Strategy 1

If we do...	create an established student buddy mentor program
Then we see...	an increase in student to student positive relationships
which leads to...	student awareness, increased communication, and trust between all students in our diverse community.

Budget Description	Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124) Ext. Day - Buckets Supplies Equipment Materials (instr. and software)
Tags	Relational Trust, Equity: Inclusive Partnerships, OSCP: Social/Emotional Support, OSEL: Supportive School Environment, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> <li>(On-Track) The principal will form a committee to create the peer buddy program. Tags:Equity: Inclusive Partnerships, OSEL: Supportive School Environment</li> <li>(On-Track) The committee that creates the buddy program will develop guidelines, expectations, and a student application for the program. Tags:Relational Trust, OSEL: Supportive School Environment</li> <li>(On-Track) The buddy program applications will be provided for interested students in the buddy program. Tags:Relational Trust</li> <li>(Not started) Applications are reviewed, students are chosen, and the program begins. Tags:Relational Trust, OSEL: Supportive School Environment</li> </ul>

**Strategy 2**

If we do...	create a teacher mentorship program, then we see increased positive relationships among staff, which leads to increased staff pool of qualified (teachers to mentor colleagues by meeting every four weeks formally, creating a document using terminology of McPherson (i.e. ABC McPherson), establishing common opportunities for school day meetings, and having a pool for teachers who begin mid-school year.
Then we see...	increased positive relationships among staff,
which leads to...	increased staff pool of qualified (teachers to mentor colleagues by meeting every four weeks formally, creating a document using terminology of McPherson (i.e. ABC McPherson), establishing common opportunities for school day meetings, and having a pool for teachers who begin mid-school year.
Budget Description	In order for McPherson to achieve this strategy, the staff will attend PD on mentoring and how to make mentoring successful for the mentor and mentee. Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124) Teacher position ESP position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses

Tags	Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> <li>(Not started) Principal will create an application for interested mentors to apply to be a mentor</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(Not started) Through Professional Development, the pool of qualified staff will learn the necessary skills to be effective mentors and create a positive mentor/mentee experience.</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: New Teachers, Teacher Leader Development &amp; Innovation: Teacher Teams</p>

**Strategy 3**

If we do...	provide PD in guided math and use pacing guides,
Then we see...	then we see an increase in student math skills,
which leads to...	which leads to growth in attainment.
Budget Description	Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, Math: Student Discourse, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>(Not started) Review vertical alignment.</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, MGIB: Magnet Programs</p> <ul style="list-style-type: none"> <li>(Not started) Review grade level alignment quarterly. ILT will create a calendar for quarterly review.</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, MGIB: Magnet Programs</p>

	<ul style="list-style-type: none"> <li>(On-Track) Teachers and staff will participate in PD in the area of Math, teachers will be trained to use IXL, AIMS web, GoMath.</li> </ul> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, Teacher Leader Development &amp; Innovation: Distributed Leadership, Math: Student Discourse, Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Completed) Investigate and purchase IXL subscription (pre-k to 8), purchase GoMath consumables/materials for SY 2020-2021 (K-5) and CMP3 (6-8) consumables SY 2020-2021, math consumables in Spanish (GoMath and CMP3), CME (Algebra), fund math coach position for school wide support, renew AIMS web subscription for MTSS.</li> </ul> <p>Tags:CIDL: Curriculum, CIDL: Digital Learning, Teacher Leader Development &amp; Innovation: Teacher Teams, Math: Curriculum, Math: Equitable Access</p>
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## Strategy 4

If we do...	provide teachers with the tools necessary to make effective use of student data,
Then we see...	balanced and differentiated instruction,
which leads to...	increased student growth and attainment.
Budget Description	Local (115) Title I (332) External Grants/Foundation/In-kind(124) Teacher position ESP position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses
Tags	Leadership for Continuous Improvement, Curriculum, Instruction, CIDL: Curriculum, CIDL: Digital Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, MGIB: Gifted Programs, MGIB: IB, MTSS: Curriculum & Instruction, ODLSS: Cluster Programs, ODLSS: Instructional Quality, OLCE, Science: Curriculum, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>(Completed) Create a year long professional development calendar that is aligned with the CPS school improvement days.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Curriculum, Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> <li>(Completed) Schedule monthly ILT meetings to analyze school wide data to look for trends.</li> </ul> <p>Tags:Leadership for Continuous Improvement</p>

	<ul style="list-style-type: none"> <li>(Completed) Schedule weekly principal directed grade level meetings to analyze student data (weekly report...AKA, one pager) and adjust instructional scope and sequence.</li> </ul> <p>Tags:Curriculum, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> <li>(Not started) A substitute bucket will be opened to provide teachers coverage in order to collaborate on student data.</li> </ul> <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> <li>(Completed) Open an extended day bucket for ILT members.</li> </ul> <p>Tags:Curriculum, Instruction</p>
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## Strategy 5

If we do...	teacher PD on inclusive and culturally responsive teaching
Then we see...	student connections to the curriculum
which leads to...	increased growth and attainment in reading and math.
Budget Description	Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124) Teacher position ESP position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses Other
Tags	Curriculum, Instruction, Equity: Inclusive Partnerships, Equity: Resource Equity
Action steps	<ul style="list-style-type: none"> <li>(Completed) Teachers will engage in the beginning of the year culturally responsive teaching</li> </ul> <p>Tags:Curriculum, Instruction</p>

## Action Plan

### Strategy 1

On-Track Nov 04, 2020

The principal will form a committee to create the peer buddy program.

Jun 04, 2020 to Jun 30, 2020 - Principal

On-Track Nov 04, 2020

The committee that creates the buddy program will develop guidelines, expectations, and a student application for the program.

Jul 06, 2020 to Jul 17, 2020 - Buddy Program Committee

On-Track Nov 04, 2020

The buddy program applications will be provided for interested students in the buddy program.

Sep 14, 2020 to Sep 18, 2020 - Buddy committee

Applications are reviewed, students are chosen, and the program begins.

Oct 05, 2020 to Oct 09, 2020 - Buddy committee

## **Strategy 2**

Not started Nov 04, 2020

Principal will create an application for interested mentors to apply to be a mentor

Aug 31, 2020 to Sep 04, 2020 - Principal

Through Professional Development, the pool of qualified staff will learn the necessary skills to be effective mentors and create a positive mentor/mentee experience.

Aug 31, 2020 to Oct 16, 2020 - Principal, ILT, Assistant Principal

## **Strategy 3**

Review vertical alignment.

Jun 01, 2020 to Aug 31, 2020 - Math committee ILT

Review grade level alignment quarterly. ILT will create a calendar for quarterly review.

Apr 01, 2020 to Jun 30, 2021 - teachers (K-3) PYP/MYP math teachers

On-Track Nov 04, 2020

Teachers and staff will participate in PD in the area of Math, teachers will be trained to use IXL, AIMS web, GoMath.

- ILT Math committee

Completed Nov 04, 2020



Investigate and purchase IXL subscription (pre-k to 8), purchase GoMath consumables/materials for SY 2020-2021 (K-5) and CMP3 (6-8) consumables SY 2020-2021, math consumables in Spanish (GoMath and CMP3), CME (Algebra), fund math coach position for school wide support, renew AIMS web subscription for MTSS.

- Administration

## **Strategy 4**

Completed Nov 04, 2020

Create a year long professional development calendar that is aligned with the CPS school improvement days.

May 11, 2020 to Aug 31, 2020 - Administration ILT

Completed Nov 04, 2020

Schedule monthly ILT meetings to analyze school wide data to look for trends.

Jul 01, 2020 to Jun 30, 2021 - Administration ILT

Completed Nov 04, 2020

Schedule weekly principal directed grade level meetings to analyze student data (weekly report...AKA, one pager) and adjust instructional scope and sequence.

Aug 03, 2020 to Jun 30, 2021 - Instructional coaches PYP/MYP coordinators committee subject chairs guests Bi-lingual coordinator Administration

Not started Nov 04, 2020

A substitute bucket will be opened to provide teachers coverage in order to collaborate on student data.

Aug 03, 2020 to Jun 30, 2021 - Administration

Completed Nov 04, 2020

Open an extended day bucket for ILT members.

Jul 01, 2020 to Jun 30, 2021 - Administration

## **Strategy 5**

Completed Nov 04, 2020

Teachers will engage in the beginning of the year culturally responsive teaching

Aug 24, 2020 to Sep 30, 2020 - administration ILT

## 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.**

Title 1 funds \$244,338.00 will be used to support a literacy coach and math coach to assist with tiered support encompassing students with IEP's, English language learners, students from a low income background, and students not categorized as EL who come from a culturally diverse background. Title 1 funds will be used to supplement resources and provide teachers with necessary PD tied to the resources.

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

A new curriculum for EL students, Estrellitita, will begin this school year cycle which will provide student the opportunity to build their knowledge that begins in their native language and assists the children in their English acquisition. All students will be supported with AIMS web and IXL Math to facilitate their continued growth.

**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.**

Our DL and low income students will be supported with AIMS web and All students are receiving IXL Math and reading to facilitate their continued growth. K-5 will provided Fontas and Pinnell kits that include assessment will be provided to support students with English Language Arts.

**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).**

Title 1 funds will also be used to purchase the Second Step online program. Materials will be purchased to support our student mentoring programming, where students mentor students. College and career readiness, Junior achievement, and RAINBOWS support activities will be funded.

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

At McPherson we have partnerships with Loyola University, Northeastern, and DePaul University to support student teachers. McPherson school is unique in that we have every program for every student including MYP/PYP, gifted, and low incident cluster classrooms. The McPherson website is engaging and informative.

**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.**

We have several partnerships: Peggy Notebaert Nature Museum, Khan Academy, Common Threads, Devry Institute, The Chicago Architectural Society, Field Museum, Old Towne Music and other partnerships that benefit our students learning and growth.

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

There are family quarterly events that cover all content areas and learning. There is also a PAC and BAC that meet monthly. We also have an active Friends of McPherson organization. We also are tied to several social networks to ensure communication to all families. There is a pickle ball league for teachers and parents, there are parents in the classroom, and other opportunities for parent volunteers.

**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.**

There is mid-year kindergarten open house for pre-K children to meet the teachers and see the classrooms. There is also a first day Kindergarten meet and greet that takes place prior to the first day of school. At the end of the school year, the pre-K children participate in the meet the teacher activity.

**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.**

Teachers are surveyed and take a vote on which assessments to use during the school year.

**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.**

The MTSS team meets every 5 weeks to analyze student data. BHT meets monthly to discuss students and review data.

**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.**

Early childhood program will follow guidance from the district to manage the application and enrollment process for half and full day programs. The behavior health team will manage individualized student support through community agency support and collaboration. The school counselor will coordinate housing and student services on a case by case basis through the STL program.

## **ESSA Targeted Assistance Program**

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### **Parent Involvement and Schoolwide Programs**

I verify that the statement below is correct

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

## **Parent and Family Plan**

### **Parent and Family Engagement Policy (Complete)**

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

McPherson Principal gives a monthly update to Local School Council, Parent Advisory Committee.

**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**

Projected Title 1 Annual Meeting September 23, 2020

PAC Organizational meeting October 14, 2020

Robo calls, flyers, Birdseye Blast, website, school marquee and social media will be used to promote.

**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.**

Parent suggestions will be brought to the admin team then to the Instructional Leadership Team for discussion and action plan.

**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.**

ACCESS( K-8), IAR (3-8) and ISA (5,8) will receive student progress in the fall of the following school year. Families will receive student progress report twice a year (NWEA, and DIBELS/TRC) first and third quarter. Distributed to families 1st and 3rd quarter during parent/teacher conferences.

**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.**

School receives notice and distributes to the classroom families that our affected.

**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.**

School will provide parent workshops through out the year (BOY, MOY and Spring to address needs parents express through My School My Voice survey, during PAC, LSC, FOM, BAC and Principal Coffee Talks.

**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.**

Assigned school staff provide one on one assistance to parents requesting support in technical support. During PAC meetings consultants provide workshops to parents on topics of how to be more effective with home/school connections and providing guidance for social emotional supports. Online curriculum support is provided through webinars and tutorials for parent support.

**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.**

School has established communication protocols through a variety of platforms such as : ASPEN, Google suites platforms, Google Classroom and email to enhance home/school connection. Staff analyze My School My Voice data to create action plans to improve parent communication. Scheduled quarterly family events are held to increase parent awareness and involvement with school.

**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.**

Early Childhood program provides parents with monthly newsletter to fully engage in the child's education. A daily lending library is established to promote literacy from school to home. Parents are encouraged to volunteer and share expertise with students during the school day ex- mystery readers and support small groups during arts and crafts.

**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.**

School offers Robo calls, flyers, Birdseye Blast, website, and social media in various languages.

### Policy Implementation Activities

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

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

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

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

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

n/a

### School-Parent Compact (Complete)

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

McPherson maintains high expectations for all members of the school community. McPherson provides the foundation for college and career readiness where all students can succeed. This is accomplished through rigorous and differentiated programs such as IB, Gifted, Cluster, Bilingual, and Neighborhood. Every child will have an equal opportunity to be educated in a safe and positive environment while fostering social emotional development.

**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.**

Formal parent-teacher conferences are held during the 1st and 3rd quarter as per the district calendar. Parent-teacher conferences are held throughout the year at the request of the teacher or the parent through various means of communication i.e. emails, phone calls, or in-person. Parents and teachers will be invited to the Annual Title 1 Meeting and State of the School Address held September 23, 2020, with a follow-up PAC Organizational planning meeting on October 21, 2020.

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

McPherson progress reports are sent home during the 5th week and the 10th week of each quarter. In addition, teachers will communicate and inform parents about student progress throughout the quarters.

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

Parent-teacher conferences are held throughout the year at the request of the teacher or the parent through various means of communication i.e. emails, phone calls, or in-person. Staff are accessible to parents everyday before or after school, or during teacher preparation periods by appointment.

**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 interested in volunteering must fill out the Chicago Public Schools volunteer packet, submit the packet to the school, and wait for security clearance from CPS. Parent volunteer opportunities include chaperoning field trips, class performances, fundraising events and assisting teachers in the classroom.

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

Parents are expected to assist their children with homework, ensure their children are in attendance daily, arrive on time and be prepared for school. Parents are expected to utilize the Parent Portal to monitor the academic progress of their child. Parents will work in partnership with the school toward their child's social emotional development. Parents are also expected to monitor their child's daily agenda planner, online class platforms and homework completion.

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

Annual Title I Meeting and PAC Organization meetings are held within the first two weeks of school for parents to provide feedback and serve on school committees. McPherson parents are invited to participate in decision making at monthly LSC, PAC, BAC, FOM meetings and principal coffee talks. The school administration will work with parents collaboratively to make decisions about individual students that best serve the child(ren).

**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).**

McPherson works collectively by posting monthly graphs throughout the school to monitor and motivate student attendance by homeroom. Students are provided with quarterly and yearly incentives for perfect attendance and honor roll in the Student Recognition Celebration. Teachers and administrators frequently discuss with students the importance of student responsibility in regards to improving academic achievement. Students are taught and expected to check their grades independently on ASPEN. Students use their planners to track assignments, homework and tests. Student led conferences will take place in the 3rd quarter. A culminating exhibition of student selected topics of interest is held by 5th grade students during the 4th quarter as part of the PYP transition to MYP. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesis all of the essential elements of the PYP in ways that can be shared with the whole school community. Similarly, 8th grade students participate in an MYP culminating exhibition as part of their transition to the high school IB program. The Community Project is an opportunity for all 8th grade students to have an opportunity to make a positive difference in their community that will address a community concern and/or need through advocacy and or service as action. This semester long, inquiry-based project will demonstrate the student's understanding of the Learner Profile, Approaches to Learning (ATL) skills and Global Concepts learned.

## Parent Budget (Complete)

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**

Parents will have an opportunity to engage in professional development quarterly to increase awareness on how to support their child academically, socially and emotionally. Parents will have an opportunity a minimum of 4 times a year to meet with teachers to discuss their child's progress.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$513.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$250.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00



<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$513.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$900.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00