

Johann W von Goethe Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/27/2020	Kargas, Baker, Laible, Roberson, Roberson, Patel	SEF Survey

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
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Our school vision and mission are living documents we use to shape our thinking with staff, students, and parents. We use the data from our Five Essentials to reflect on the areas of input from the staff, students, and parents to address our growth areas throughout the year. In our SEF review groups suggested evidence was reviewed in the consideration rating each of the questions in this section.
- 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
 - 3 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
 - 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
 - 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

- **Evidence:** The entire staff and CIWP team examined our school data and practices to answer and rate our practices for this section of the SEF. Robust conversations took place as input was gathered from all stakeholders.

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
 - 3 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:** Teachers were involved in reviewing our curricular practices in answering this section of the SEF to arrive at ratings. All grade teams, teachers of specials, and special education teachers all participated in discussion and providing input in their groups to answer this section.
- 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:** Teacher data and work evidence are used to evaluate student work, progress, informal observations, lesson plan reflections and outcomes are a part of the evidence review for this section of our ratings.
- 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:** Conversations and grade team work on grading and balanced assessment conversations with data review of grades, student assessments, soft ware program data reviews of student work, report card reviews, and grade book assessments are all a part of the evidence review for these ratings.
- 3 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 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)
- 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)
- 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:** MTSS logs, intervention protocols, and data, MTSS forms, procedures, and guidelines were used for this evidence review section.
- 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)
 - 2 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:** -Open house for 6-8 regarding the HS process. -HS Fair at Goethe open to 6th-8th families. -Tech Co set up station during conference night and open house night for families to set up portal accounts. -Selective test prep after school club offered to middle school students. -All 8th-grade students signed up for GoCPS and applied to high schools.

Quality and Character of School Life

- 3 - Relational Trust
 - 4 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:** Five Essential Data was using as well as our SEL data to answer these questions. Working to establish an increase in supportive environment on the 5 essential data.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 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)
 - 2 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 used the little data we had for this section collected from our student council projects and in-class work to address student engagement and participation in school-wide decision making.
- 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)
 - 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:** We used the teachers input on emotional climate in their rooms from domain two of REACH, our SEL climate standards, and 5Essential data collection reports.
- 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:** Parent groups evaluated this section as well as the full staff using our school-wide communication methods and content and outreach efforts.
- 3 - Family & Community Engagement

- 4 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
- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 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 groups were involved in the evaluation of our school-wide systems for communication and involvement.

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	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
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
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

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
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	MTSS-Differentiating to support student growth in reading and math for below, on, and above level students
Root Cause 1	Lack of a cohesive program developed steps and consistent support staff, that includes professional development for teachers who serve students in tiers 2 and 3.
Area of Critical Need 2	Balancing Assessments and Grading to achieve equity throughout the school for all students.
Root Cause 2	Lack of strong differentiated assessments that align to units of instructions and varied to meet needs of all learners that are weighted equally within grade teams.
Area of Critical need 3	SEL Standards Driven Program Focus with curriculum and Courageous conversations on Equity -Race and Empathy
Root Cause 3	School-wide lack of knowledge of SEL standards.
Area of Critical Need 4	Standard Driven Curriculum development for Dual Language Program for grades PreK-K-1
Root Cause 4	Transitional Bilingual Program with a goal to transition bilingual students to English after second grade leaving them with weak language skills in their first language and poor understanding of their cultural heritage.

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 Growth G3-8 (Reading) Students within this priority group are below 50% in meeting their normative growth targets.	Students with IEPs		51.00	55.00
	Overall		63.00	67.00
Vision: NWEA Growth G3-8 (Math) Students in this priority group have a gap of 22% between the baseline and what's possible in 2024, and they are projected to be at 50% if practices do not change.	Students with IEPs		58.00	60.00
	Overall		61.00	62.00
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Supportive Environment (Student-Teacher Trust)				65.00	70.00

Custom metrics (50% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
On-Track Weekly Data Sets Have more equitable universal grading practices where cohorts of students are moving closer to on-	59.00	62.00		65.00	68.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
track and fewer students are classified in the off-track cohort across all core-content classes. Move (11%) of students who are far-from off-track down to (7%) and increase the overall on-track to 59%.					
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	provide professional development and resources for the MTSS team and our teachers, using multiple sources of data to develop clear tiering criteria and menu of interventions to create a system with multi-tiered educational levels of support
Then we see...	differentiated Tier 1 instruction that is aligned to student's language and/or academic needs across the school with effective use of tier 2 and 3 interventions as identified by data and provided by teachers and staff members who progress monitor the effectiveness of interventions
which leads to...	on Track student growth will increase to 65% and placement of students in educational settings that promote learning and success.
Budget Description	Financial Buckets are established for professional development and planning for the members of the MTSS team and the teachers in the school. The team will work with the Network ISL to create the system of support for teachers as they differentiate instruction for academic intervention for students. The MTSS team will provide staff training on progress monitoring tools and programs available that assist with differentiated support and data tracking. Funds are set to purchase research based programs that include professional development for maximizing learning and data tracking.
Tags	MTSS
Action steps	<ul style="list-style-type: none"> (Not started) Administration will recruit a diverse MTSS team including voices from the SEL Courageous Conversation Team, Bilingual, Diverse Learner, Primary level, Intermediate level, Middle School educators, and Administrators, <p>Tags:CBE: SEL Integration</p> <ul style="list-style-type: none"> (Not started) Create a schedule for MTSS team to meet regularly for data review and problem-solving. Roles are clearly defined for team members.

Tags:

- (Not started) Team completes BOY SAM, setting baseline for MTSS at Goethe

Tags:

- (Not started) MTSS and CC team will review NWEA data, TRC/DIBELS/IDEL data, gradebook data, attendance data, SEL and behavior data from Dashboard to develop a Tiering Criteria for academics in K-2, 3-5, and 6-8.

Tags:

- (Not started) MTSS team develops a menu of interventions for behavior, language, literacy, and math which helps teachers frame the support they will provide for students that are inclusive and equitable. (If/Then formatting)

Tags:

- (Not started) MTSS team gets feedback from K-2, 3-5, and 6-8 grade level bands on tiering criteria and menu of interventions and revises/edits as needed.

Tags:

- (Not started) MTSS team (with support of Network ISL) creates a Goethe MTSS-related outcomes for all stakeholders and shares with staff and parents.

Tags:

- (Not started) Align MTSS team members to grade bands teachers for support, developing a system for supporting teachers with tiering and using interventions

Tags:

- (Not started) MTSS and Courageous Conversation team reviews On-Track data and intervention data monthly to evaluate the effectiveness of interventions, including a breakdown of student groups to ensure inclusivity and equitable access.

Tags:

- (Not started) MTSS team reviews data from 20-21SY, adjusts Goethe MTSS-related outcomes as needed. Uses EOY SAM.

Tags: OSEL: Supportive School Environment

- (Not started) MTSS collaborates with the Courageous Conversation team to present P.D. material related to equity and inclusivity in intervention.

	<p>Tags:MTSS: Problem Solving Process, MTSS: Shared Leadership, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> (Not started) Goethe staff completes an EOY internal MTSS survey, providing feedback on the effectiveness of MTSS team at Goethe. <p>Tags:MTSS</p> <ul style="list-style-type: none"> (Not started) Goethe staff completes a BOY internal MTSS survey, providing feedback on the effectiveness of MTSS team at Goethe. <p>Tags:MTSS</p>
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Strategy 2

If we do...	create a comprehensive Social Emotional Learning (SEL) Program that incorporates the voices and ideas of all stakeholders with the goal to elevate student voice and civic engagement, have courageous conversations, and collect and analyze SEL data to inform decision making.
Then we see...	empowered students that are actively engaged with the staff in policymaking, developing the school's sociocultural competence, setting school-wide expectations, participating in evaluating data to evaluate the SEL curriculum (Second Step), and participation in selecting new partnerships that offer a variety of SEL programs connected to student needs and interests.
which leads to...	improved peer to peer relationships (57 - neutral to 70 - strong) student grit (28 - weak to 40 - neutral) in students as measured on the 5 Essentials and improved SEL Climate Assessment (established to exemplary).
Budget Description	Funds are available for Buckets for professional development, and substitute coverage for program planning and training. Teachers will attend training workshops from the SEL department. Partnerships with community organizations will be developed to extend learning and training for students selected to be on the Student Voice Panel.
Tags	OLCE, OSEL: Supportive School Environment, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> (Not started) Create a Student Voice Teacher Committee and attend professional development. The team will consist of administration and a teacher from each grade band. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Introduce the Student Voice Committee (SVC) to all staff and students. <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Recruit and nominate a diverse cross-section of students to join the SVC panel. Train new SVC members. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) SEL subteam will research and contact community partnership opportunities that will benefit our diverse student body and provide services based on identified needs. Seek out partners through Communities in Schools. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Students participate in choosing External Partnerships that represent sociocultural opportunities to enhance the needs of the whole community. <p>Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) SEL team will collaborate with SVC and CC team to examine school-wide cultural celebrations to ensure cultural inclusivity and equitable representation <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) SEL, SVC, and CC team will engage in professional readings around cultural competence. <p>Tags:</p>
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Strategy 3

If we do...	implement a universal, equitable grading system for our general education and dual-language programs in our school that is driven by professional learning, use of protocols, and collaborative planning time that includes the development of equitable formative and summative assessments embedded in a standards-aligned and inclusive curriculum plan
Then we see...	collective responsibility in a system that reflects fair and equitable grading practices, and assessments that are aligned to standards where teacher teams use agreed-upon protocols to evaluate student learning
which leads to...	clear and consistent communication of student learning to all educators, students, and their families, On-Track will increase to 65%, overall NWEA growth in reading where students are meeting or exceeding normative data by 67% (prioritized focus on students with IEPs - meeting or exceeding their growth goals by 55%), and meeting or exceeding normative data by 62% (prioritized focus on students with IEPs - meeting or exceeding their growth goals by 60%).
Budget Description	At the beginning of the school year, professional development will focus on balanced grading and assessment. Throughout the school year we will hold grade team meetings, planning days with the support of the Network ISL leads and have grade team planning

	<p>days with ISL support covered by subs for this professional development paid with funds set for this purpose.</p>
<p>Tags</p>	<p>Assessment: Balanced Assessment and Grading, Equity: Liberatory Thinking, OLCE</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Create a professional calendar of learning and select an anchor text and protocols that will be used during team discussions with input from the Courageous Conversation Team. <p>Tags:</p> • (Not started) Conduct a grade book reflection with teacher teams to review current grading practices including analysis of sub-group analysis and data trends <p>Tags:</p> • (Not started) Mapping out plan for teacher collaboration time to create a universal system for grading and assessment design in alignment with standards-aligned, culturally responsive, and inclusive units with equitable access for all students. <p>Tags:</p> • (Not started) Guided planning and design of common summative and formative assessments across grade levels. <p>Tags:</p> • (Not started) Beginning of the year full staff professional development sessions focused on reading and discussions that provide the rationale for establishing equitable, universal grading practices. <p>Tags:</p> • (Not started) Through grade teams "with the support and leadership of the N4 ISLs, teams will study rubric development practices to use in their units plans that will align to the balanced grading and assessment goals set at the beginning of the year. <p>Tags:</p> • (Not started) Full Staff examination of current grading scale with weights, assessments, and grading practices used by each grade team to assess student learning across the entire school. <p>Tags:</p> • (Not started) Professional coaching from N4 ISLs on assessment development aligned to unit plans.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) At mid and end of each quarter, grade teams will analyze student assessments and posted grades using a standard rubric developed for this review in order to determine the level of equity and balance achieved in the assessment and grading process within and across all grade teams in the school. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) At the end of the first year, the ILT, Admin, and N4 teams will analyze the overall rubrics used for mid and quarterly reviews to analyze trends and overall outcomes. The team will develop and prepare a report of the findings for the full staff and LSC. <p>Tags:</p>
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Action Plan

Strategy 1

Create a schedule for MTSS team to meet regularly for data review and problem-solving. Roles are clearly defined for team members.

Aug 03, 2020 to Aug 21, 2020 - Admin and MTSS team

MTSS and CC team will review NWEA data, TRC/DIBELS/IDEL data, gradebook data, attendance data, SEL and behavior data from Dashboard to develop a Tiering Criteria for academics in K-2, 3-5, and 6-8.

Aug 03, 2020 to Aug 28, 2020 - MTSS Team, Network ISL

MTSS team develops a menu of interventions for behavior, language, literacy, and math which helps teachers frame the support they will provide for students that are inclusive and equitable. (If/Then formatting)

Aug 03, 2020 to Aug 28, 2020 - MTSS Team, Network ISL

MTSS team gets feedback from K-2, 3-5, and 6-8 grade level bands on tiering criteria and menu of interventions and revises/edits as needed.

Sep 07, 2020 to Jun 25, 2021 - MTSS team

MTSS team (with support of Network ISL) creates a Goethe MTSS-related outcomes for all stakeholders and shares with staff and parents.

Aug 24, 2020 to Aug 28, 2020 - MTSS team, Network ISL

Administration will recruit a diverse MTSS team including voices from the SEL Courageous Conversation Team, Bilingual, Diverse Learner, Primary level, Intermediate level, Middle School educators, and Administrators,

Jul 01, 2020 to Jul 31, 2020 - Admin and current team members

Align MTSS team members to grade bands teachers for support, developing a system for supporting teachers with tiering and using interventions

Sep 07, 2020 to Jun 25, 2021 - MTSS Team

MTSS and Courageous Conversation team reviews On-Track data and intervention data monthly to evaluate the effectiveness of interventions, including a breakdown of student groups to ensure inclusivity and equitable access.

Oct 05, 2020 to Jun 25, 2021 - MTSS Team

MTSS team reviews data from 20-21SY, adjusts Goethe MTSS-related outcomes as needed. Uses EOY SAM.

May 17, 2021 to Jun 11, 2021 - MTSS Team

Team completes BOY SAM, setting baseline for MTSS at Goethe

Aug 03, 2020 to Aug 07, 2020 - Admin, MTSS Team

MTSS collaborates with the Courageous Conversation team to present P.D. material related to equity and inclusivity in intervention.

Aug 17, 2020 to Jun 24, 2021 - MTSS & SEL C.C. Teams

Goethe staff completes an EOY internal MTSS survey, providing feedback on the effectiveness of MTSS team at Goethe.

May 01, 2021 to Jun 11, 2021 - MTSS Team

Goethe staff completes a BOY internal MTSS survey, providing feedback on the effectiveness of MTSS team at Goethe.

Aug 24, 2020 to Sep 11, 2020 - MTSS Team

Strategy 2

Create a Student Voice Teacher Committee and attend professional development. The team will consist of administration and a teacher from each grade band.

Jul 01, 2020 to Aug 31, 2020 - SEL/Student Voice Committee Sub Team

Introduce the Student Voice Committee (SVC) to all staff and students.

Sep 01, 2020 to Sep 30, 2020 - SEL/Student Voice Committee Sub Team

Recruit and nominate a diverse cross-section of students to join the SVC panel. Train new SVC members.

Sep 01, 2020 to Oct 30, 2020 - SEL/Student Voice Committee Sub Team

SEL subteam will research and contact community partnership opportunities that will benefit our diverse student body and provide services based on identified needs. Seek out partners through Communities in Schools.

Sep 01, 2020 to Nov 30, 2020 - SEL Team

Students participate in choosing External Partnerships that represent sociocultural opportunities to enhance the needs of the whole community.

Sep 14, 2020 to Jun 18, 2021 - Student Voice Committee

SEL team will collaborate with SVC and CC team to examine school-wide cultural celebrations to ensure cultural inclusivity and equitable representation

Aug 17, 2020 to Jun 17, 2021 - SEL and Student Voice Panel

SEL, SVC, and CC team will engage in professional readings around cultural competence.

Aug 24, 2020 to Jun 10, 2022 -

Strategy 3

Create a professional calendar of learning and select an anchor text and protocols that will be used during team discussions with input from the Courageous Conversation Team.

Aug 03, 2020 to Aug 21, 2020 - Admin ILT Network ISLs

Conduct a grade book reflection with teacher teams to review current grading practices including analysis of sub-group analysis and data trends

Aug 26, 2020 to Sep 04, 2020 - Admin Network ISLs

Mapping out plan for teacher collaboration time to create a universal system for grading and assessment design in alignment with standards-aligned, culturally responsive, and inclusive units with equitable access for all students.

Sep 22, 2020 to Jun 16, 2021 - Admin GLTs

Guided planning and design of common summative and formative assessments across grade levels.

Oct 07, 2020 to Jun 10, 2021 - GLTs Network ISLs

Beginning of the year full staff professional development sessions focused on reading and discussions that provide the rationale for establishing equitable, universal grading practices.

Aug 31, 2020 to Sep 04, 2020 - GLT, Admin, Full Staff

Through grade teams "with the support and leadership of the N4 ISLs, teams will study rubric development practices to use in their units plans that will align to the balanced grading and assessment goals set at the beginning of the year.

Sep 08, 2020 to Jun 18, 2021 - GLT, ISLs, Admin.

Full Staff examination of current grading scale with weights, assessments, and grading practices used by each grade team to assess student learning across the entire school.

Aug 24, 2020 to Sep 04, 2020 - GLT, Admin, Full Staff

Professional coaching from N4 ISLs on assessment development aligned to unit plans.

Oct 05, 2020 to Jun 18, 2021 - GLT Admin. N4 ISL

At mid and end of each quarter, grade teams will analyze student assessments and posted grades using a standard rubric developed for this review in order to determine the level of equity and balance achieved in the assessment and grading process within and across all grade teams in the school.

Oct 05, 2020 to Jun 07, 2021 - Full staff process

At the end of the first year, the ILT, Admin, and N4 teams will analyze the overall rubrics used for mid and quarterly reviews to analyze trends and overall outcomes. The team will develop and prepare a report of the findings for the full staff and LSC.

Jun 14, 2021 to Jul 22, 2021 - ILT, Admin. N4 ISLS, Full staff and LSC

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.

The School Effectiveness Framework involved the entire staff in examining the school in all areas to determine areas for school improvement. Each year at the end of the year and the beginning of each new school year when all assessment data is in, we evaluate the achievement and analyze our data to set goals and examine achievement and progress aligned to state standards.

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

Goals are set each year by grades and for the school as a whole to achieve to increase student growth in reading and math. We examine below, on, and above data collections to set goals for the new school year.

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.

We adapt balanced literacy strategies, focus on phonetic and phonemic awareness for students learning to read. We use the biliteracy strategies that supports the development of dual language through the TPE model. We have a school-wide emphasis on vocabulary and the gradual release model for teaching students which enables them to see modeled practice and be released to independent work.

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).

We have created a comprehensive SEL team that includes funds to support extra counselling for students at risk, mentoring, and all groups of students within the school. We examine student growth for all sub groups including DL, EL, and general education students. We offer programs that provide differentiated supports to close achievement gaps as well as provide above level challenges for those who are scoring above grade level in reading and math.

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

We encourage professional development by supporting opportunities for teachers at all grade levels to participate in district leadership opportunities. We encourage PLC teacher opportunities, we enlist teachers to take advance classes in varying content areas, We advertise open positions and invite teachers to meet colleagues as part of the interview process.

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.

Each year we support professional development with funds to bring quality P.D. providers in literacy, biliteracy, tapping programs from museums for science professional development, the literacy center for professional development in literacy, the writing center, and top professional providers in social science.

We pay for teachers to attend professional development and connect with university support programs as well as bring in providers with expertise in varying fields.

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

We are partners with the Logan Square Mentor program that provides weekly professional development support to our parent mentors.

We encourage parents to participate in Parent Mentor trainings and workshops. We connect with universities such as U of C and DePaul to involve our parents in special programs that are offered.

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.

Our pre k program was a part of the Early Ready First program.

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.

Teacher teams are involved in the analysis of their assessments and work in teams with our data strategist to understand our school data in order to set goals and make improvements.

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.

We provide intervention support in reading and math at each grade with programs that target skills with practice that is tracked and analyzed for student improvement.

Data is collected weekly and analyzed by teacher and teams to monitor student progress.

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.

We offer the parent mentor training program for our parents to learn about how to support students in the classrooms and at home. We have local service programs in the school where parents contribute to the works of the school through our garden initiative, physical building maintenance, serve as parent mentors, serve on the wellness team, in varying roles to support classroom teachers, fundraising, and marketing.

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.

In the beginning of the year, the administration will present the school improvement plan to the parents and outline the plan to support family engagement and the offerings available to families. At the Organizational meeting the Parent Compact will be explained with opportunities for discussion.

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

At the beginning of the school year the principal will meet with the PAC officers to prepare for the Annual Organizational meeting that explains the Title I requirements to all parents. At the annual meeting the principal will go over the Parent Compact and sign off their understanding of the compact. The meeting dates for the year will be set and the election of new PAC officers will be conducted. The date for the Annual meeting will be tentatively set for Thursday, September 24, 2020.

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.

The administration in conjunction with the PAC will meet monthly to go over the plans for their upcoming parent meeting. The administration will work as partners with the council to provide support to implement their ideas, and participate in their process to actively engage parents so the meetings have strong parent participation.

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

The administration will plan a curriculum data meeting with the PAC officers where all state assessment outcomes will be presented with opportunities for discussion to answer any questions and provide further

information. This will take place at the end of the first semester using WIDA data from Feb 2020, MOY data from NWEA, DIBELS, and IDEL,2021, due to the cancellation of EOY data for the school year ending 2020.

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

Parents will receive the NCLB data letters informing them of their child's teacher-qualifications-status as provided by the Title I program. These letters will be given to each child in the Title I program.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The school will hold an information meeting where the curriculum will be introduced with an explanation of standards based learning and what that means and looks like and how assessment data provides the results of the standards based instructional success. Examples of test data will be presented to show parents how to read and interpret the test data results.

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.

One of the meetings planned for calendar year 2020-2021 will focus on parent training to assist parents in ways they can support their children's academic success. The meeting will give parents information on the IXL and LEXIA programs that differentiate reading and math supports. In addition to this training, parents will be given tips to promote student independent reading and literacy enrichment as well as skill based math practices.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

In the beginning of the year, a professional development workshop session will be provided to the full staff to focus on parent-staff relations. The workshop will focus on information and activities that will support building strong parent-staff communications. A calendar of events will be planned with the Parent Advisory Council officers that promote programs and activities to build ties between staff and families.

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.

Our Preschool parents will be invited to literacy informational nights during the first semester that will be hosted by the preschool teachers and assistants that will provide parents with opportunities to participate in their child's education.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All information prepared by the school and communicated to the families will be done so that equal access is available in both English and Spanish. The information will be sent through a variety of means that include: texts, REMIND messages, Emails, posted on the parent page and website, ROBO calls, and through paper informational flyers/letters sent home via the students.

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)

There are no unchecked boxes

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.)

At Goethe we are Bucket Fillers that aim high, persevere, and collaborate to attain our educational and life goals.

Our curriculum provides differentiated support systems in both reading and math that enables students from K-8 opportunities to work at skills to close their current level if they are below grade level, and work above level if they exceed their current grade levels. All teachers are highly qualified and work in teams implementing standard driven units in both reading and math. Teachers develop lesson activities that promote a balance of thinking levels using the Hess Matrix for depth of knowledge. Units are designed to promote inquiry and give students opportunities to develop projects linked to the standards taught.

We are a restorative justice school with Responsive School Training and work to balance the social emotional learning with academics. For the 2020-2021 school year we will focus on the development of a student voice committee and program that will include students in the decision making in the school.

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

Parent-teacher conferences are one-one conferences where teachers created a scheduled time for parents to meet with them to discuss their child's progress. The conferences include discussion of the child's strengths, gifts, areas of growth, social emotional status, work ethics, and ways to partner to encourage growth and well-being.

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

Progress reports are sent at mid quarters and report cards at end of quarters All teachers communicate with parents throughout the quarters when children are not engaged or work is suffering. Teachers use texts, emails, and phone calls to give reports and ask to meet when children are at risk or need help.

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

Parents are provided access to staff when needed via phone, text, and emails. We set up 1:1 appointments as parents request and teachers meet before, after or during preps when their meeting schedules are open. Teachers make themselves available for meetings when asked. The administration has an Open-Door Policy and meets with parents as needed.

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 can volunteer in a number of ways which include: Parent Mentor Program, Friends of Goethe, Goethe Solutionaries (Garden Program), Wellness Team, PAC, BAC, Girl Scout Leaders, Parent Bazaar Clean-up, Parent Tour Groups, Annex Initiative, room volunteers, field trips, special events for the school, fundraising, and are invited to special activities, projects, presentations, in classes and school-wide. Teachers invite parents to poetry readings, class debates, plays, writer's workshop events, assemblies, art fair, family nights, social studies and science fairs, and multicultural school wide events.

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

Parent's support their children with homework, projects, getting them to school. School-wide attendance is 96.5 percent. Parents are in good communication with teachers. Parent conferences are always 98% or higher.

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

Parents are involved in the LSC, school improvement, they are hands-on in meetings with the administration and actively use the Open Door Policy coming throughout the day to meet when they need or are called. Parents have come in during evenings and weekends to meet, volunteer, and participate in school initiatives, like the need for repairs, curricular decisions, input on programs offered, after school program suggestions.

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 on track rate continues to improve showing grades at a C level and above. Attendance school wide is above 96 % and disciplinary infractions as tracked in the system is below 5%. Student achievement growth and attainment continues to grow.

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.

To provide training to parents on our reading and math programs so parents know how to track their child's work and progress to support their academic growth.

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.	\$430.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00

54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00