

Joseph Kellman Corporate Community ES 2020-2022 plan summary

Team

Name	Role	Email	Access
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Sharon Hudson	Counselor	shudson@cps.edu	Has access
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Jackie Davis	PAC/parent		No Access
Robyn Williams	Case Manager		No Access

Team Meetings

Date	Participants	Topic
01/15/2020	Freeneey, Whittington, Jonas, Hudson, R. Williams	Choosing the CIWP Members
01/22/2020	K. Owens, S. Hudson, R. Williams, M. Whittington	SEF
02/12/2020	Freeneey, Whittington, Jonas, Lawrence, Hudson, R. Williams	Goal Setting

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)
 - 4 Enable staff to focus and prioritize what matters most
 - 2 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:** Vision and mission posted in main office, classrooms and offices; included in Parent Handbook. There is program coherence in the areas of consistency in curriculum, instruction, and learning materials among teachers in the same grade level.
- 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
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Financial literacy training for parents, family / community dance, positive affirmations posted school-wide, Pre & post survey, uniform schedules (i.e. prep, math & reading blocks), New Hire interview process, Community Partnership informational presentations, State of the School address

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:** School PD plan, agendas and sign-in sheets, REACH observation & feedback, uniform curriculum by grade band, technology supports
- 2 - Instruction
 - 2 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
 - 2 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:** CLI mentorship, core walk data, Gradebook, Interim assessment data, Stride Academy, Blue Streak, Prodigy, Math XL, Data to Instruction folders, after school programming based on priority group data
- 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
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 4 Utilize assessments that measure the development of academic language for English learners

- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 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:** Stride Academy Interim Assessments, Stride Teacher created assessments, Lesson plans indicating assessments, Interim assessment monitoring tool, assessment calendar, ASPEN Gradebook, uniformed grading scale, grade book monitoring, parent portal
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 4 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)
 - 2 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)

- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS protocol and documentation, MTSS Team established
- 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
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Step-Up Program, After School Programming, Navience, Spark Mentoring, H.S. Fair, Go-CPS Activities, Career Fair, Success Bound

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Student Ambassadors, Counselor's Menu of Services, JPA programming, staff in-servicing/ workshop on SEL, GLT Mtgs., ILT Mtgs., 5 Essentials Data
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** I civics.com, curriculum, Spark, Turning the Page, Community partners, Student Ambassadors, News You Can Use daily announcements, Morning Opening
- 3 - Physical and Emotional Safety
 - 2 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)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Parent Handbook, Safety Drills, ASPEN Incident Reporting, SEL Curriculum and dedicated time for SEL instruction, Counseling support
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** ASPEN Data, restorative practices, SEL curriculum, counseling (school based interventions i.e. JPA), My Voice, My School Survey
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)

- 4 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision (REQUIRED: OSEL)
- **Evidence:** Open House, Family / Community Night, Clasdojo, Parent/Teacher Conferences,

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	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	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	3
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Family & Community Engagement	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	Balanced Assessment and Grading
Root Cause 1	Limited Progress Monitoring between GLTeams Members
Area of Critical Need 2	Standards Task Alignment
Root Cause 2	Lack of rigorous student tasks, differentiation and appropriate interventions within the classroom
Area of Critical Need 3	Instructional Leadership Team
Root Cause 3	ILT's limited insight, appropriate action or strategy adjustment via cycles of teacher observation and feedback
Area of Critical Need 4	Creating a Trauma Sensitive School
Root Cause 4	Lack of consistent schoolwide and classroom level systems and structures essential to creating a safe and supportive learning environment

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 (Math)	Overall		57.00	67.00
This goal was selected due to less than 50% of all students in grades 3-8 are making growth in math				
Vision: NWEA Growth G3-8 (Reading)	Overall		54.00	64.00
This goal was selected due to less than 50% of all students in grades 3-8 are making growth in reading				

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 (Math) This goal was selected due to less than 50% of students in second grade are making attainment in math.	Overall		29.00	34.00
Vision: NWEA Attainment G2 (Reading) This goal was selected due to less than 50% of students in second grade are making attainment in reading	Overall		29.00	34.00
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our goal is to increase teacher participation on the survey to 100%			80.00	90.00	100.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	informational meetings for school community stakeholders and students regarding the CPS suggested grading policies and universal/school-wide weights for balanced assessment and grading
Then we see...	increase in passing grades, more students on honor roll, more students meeting the standards, increased class participation

which leads to...	a 5% increase to the benchmark student's on track metrics every five weeks, the number of students that qualify for the selective enrollment exam by 6%, increase on the schools overall track metrics by 5%, (decreased misconducts, increased attendance, increased GPAs.)
Budget Description	Local (115), External Grants/Foundation/In-kind(124), Professional Development Consultants/vendors, Supplies, Ext. Day - Buckets On-Track incentives, celebrations
Tags	Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policie sand Systems
Action steps	<ul style="list-style-type: none"> (Not started) Revisit / update the school's grading scale and use on track data to track progression each quarter. Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policie sand Systems (Not started) Establish systems of communication that will ensure that all information about policies, procedures, and expectations are available to all parents. Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Fair Policie sand Systems (Not started) ILT monitors / reviews Gradebook on bi/weekly basis by grade band for equitable grading practices, consistency, frequency, assessment and assignment alignment to CCSS. ILT Team will look for reteaching and more authentic activities vs. web based activities. Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policie sand Systems

Strategy 2

If we do...	a review of and establish a set of best instructional practices for promoting academic excellence through rigor in the classroom for equitable instructional experiences for students
Then we see...	alignment between tasks, standards and assessments that allow for cognitive complexity with deeper understanding
which leads to...	teaching at a level that will promote student achievement (mastery) as measured by 5 wk interim assessments, mClass & NWEA, on-track data in Dashboard and Gradebook metrics 2020-21 Goal: 54% of our students meeting National NWEA Reading Attainment Percentiles in benchmark grades 2020-21 Goal: 57% of our students meeting National NWEA Math Attainment Percentiles in benchmark grades 2021-22 Goal: 64% of our students meeting National NWEA Reading Attainment Percentiles in benchmark grades

	2021-22 Goal: 67% of our students meeting National NWEA Math Attainment Percentiles in benchmark grades
Budget Description	Local (115), 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
Tags	Structure for Continuous Improvement, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Assess staff's current understanding of personalized learning / differentiation and rigor in the classroom and provide professional development to review how teachers can incorporate more Rigor using DOK <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intrusion, Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation, Science: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) Share and review student work samples across the curriculum during grade level and ILT meetings, create actionable plans in response to data and monitor the process frequently with fidelity <p>Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intrusion, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation, Science: Rigorous Tasks</p>

Strategy 3

If we do...	If we create effective systems and structures for continuous cycles of improvement by establishing a high functioning instructional leadership team
Then we see...	then we will see closely monitored structures and processes put in place designed to transform teaching and learning
which leads to...	increased student outcomes in attendance, academic performance and behavior based on NWEA scores and high school enrollment. 2020-21 Goal: 54% of our students meeting National NWEA Reading Attainment Percentiles in benchmark grades 2020-21 Goal: 57% of our students meeting National NWEA Math Attainment Percentiles in benchmark grades 2021-22 Goal: 64% of our students meeting National NWEA Reading Attainment Percentiles in benchmark grades 2021-22 Goal: 67% of our students meeting National NWEA Math Attainment Percentiles in benchmark grades 2020-21 Goal: 96% average daily attendance 2021-22 Goal: 97% average daily attendance
Budget Description	Local (115) External Grants/Foundation/In-kind(124) Ext. Day - Buckets, Materials (instr. and software), Professional Development Consultants/vendors
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Equity: Fair Policie sand Systems, OSSE: Attendance & Truancy

Action steps	<ul style="list-style-type: none"> (Not started) Establish ILT Team, recruitment and screening of potential ILT members; scheduling of meetings (frequency & budget provisions for extended day meetings), establish norms and protocols <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) Establish a cadence around progress monitoring of grades, assessments, attendance and teacher instructional practices with dedicated tools and timely feedback for teachers and students <p>Tags:Structure for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring, OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Implement an MTSS approach to attendance supports inclusive of universal supports, targeted resources, and partnerships to provide interventions that meet the unique needs of students who are chronically absent/truant or at risk. <p>Tags:OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Increase the factors that are drawing students to school (e.g, welcoming culture, connection to caring adults, Incentives / Activities for students with low and or improved engagement) <p>Tags:OSSE: Attendance & Truancy</p>
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Strategy 4

If we do...	support and monitor Tier I instruction with fidelity inclusive of frequent review and feedback provided by the ILT with support from the school counselor and JPA Counseling Services
Then we see...	teachers whose knowledge of Trauma Sensitive Schools and SEL standards & transformative SEL competencies will increase; teacher knowledge of SEL instructional practices will increase; teacher ability to integrate content will increase, students applying SEL skills
which leads to...	an which leads to a decrease in punitive responses to SCC Level 2-5 misconducts in grades 3-8 by and an increase in 3-8 grade ontrack rate by 10% by EOY SY22.
Budget Description	Local (115), 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
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices

Action steps	<ul style="list-style-type: none"> • (Not started) Provide training workshops for staff in Tier I SEL curricular supports i.e. Second Step Program and PD opportunities for teachers on Trauma Sensitive Schools and Restorative Practices in the classroom <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (Not started) Develop a Behavioral Health Team to connect students to needed Tier 2 and 3 interventions; better monitor student progress through interventions; better collaborate with community partners to provide Tier 2 and 3 interventions, and identified students applying SEL skills <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) Develop a school-wide system for implementing supportive and restorative disciplinary practices in response to student behaviors. <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p>
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Action Plan

Strategy 1

Revisit / update the school's grading scale and use on track data to track progression each quarter.

Jun 22, 2020 to Aug 03, 2020 - Admin / ILT

Establish systems of communication that will ensure that all information about policies, procedures, and expectations are available to all parents.

Aug 28, 2020 to Oct 30, 2020 - ILT / Teachers / Clerk / Business Manager

ILT monitors / reviews Gradebook on bi/weekly basis by grade band for equitable grading practices, consistency, frequency, assessment and assignment alignment to CCSS. ILT Team will look for reteaching and more authentic activities vs. web based activities.

Sep 21, 2020 to Jun 14, 2021 - ILT / Teacher leaders

Strategy 2

Assess staff's current understanding of personalized learning / differentiation and rigor in the classroom and provide professional development to review how teachers can incorporate more Rigor using DOK

Aug 25, 2020 to Dec 18, 2020 - Administration / ILT Team

Share and review student work samples across the curriculum during grade level and ILT meetings, create actionable plans in response to data and monitor the process frequently with fidelity

Sep 28, 2020 to May 28, 2021 - GLT / ILT

Strategy 3

Establish ILT Team, recruitment and screening of potential ILT members; scheduling of meetings (frequency & budget provisions for extended day meetings), establish norms and protocols

May 04, 2020 to Aug 28, 2020 - Principal, Assistant Principal

Establish a cadence around progress monitoring of grades, assessments, attendance and teacher instructional practices with dedicated tools and timely feedback for teachers and students

Sep 14, 2020 to Jun 10, 2022 - ILT Team

Implement an MTTs approach to attendance supports inclusive of universal supports, targeted resources, and partnerships to provide interventions that meet the unique needs of students who are chronically absent/truant or at risk.

Aug 17, 2020 to Oct 02, 2020 - Attendance Team, Clerk, ILT

Increase the factors that are drawing students to school (e.g. welcoming culture, connection to caring adults, Incentives / Activities for students with low and or improved engagement)

Sep 14, 2020 to Jun 17, 2022 - Attendance Team, Clerk, ILT

Strategy 4

Provide training workshops for staff in Tier I SEL curricular supports i.e. Second Step Program and PD opportunities for teachers on Trauma Sensitive Schools and Restorative Practices in the classroom

Aug 24, 2020 to Nov 20, 2020 - Administration , ILT

Develop a Behavioral Health Team to connect students to needed Tier 2 and 3 interventions; better monitor student progress through interventions; better collaborate with community partners to provide Tier 2 and 3 interventions, and identified students applying SEL skills

Aug 24, 2020 to Dec 18, 2020 - Administration , ILT

Develop a school-wide system for implementing supportive and restorative disciplinary practices in response to student behaviors.

Aug 24, 2020 to Oct 02, 2020 - ILT, Behavioral Health Team, Teachers

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.

On September 23, 2020, Administrator will conduct the Annual State of the School address and conduct the Title I Meeting to discuss the State of the School to the school community about the budget for 2020/2021 school year. In addition, administration will provide the overview of Title I fund and responsibility of PAC. The needs of the school will be shared with the families of the school community and partners.

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

At Open House reform strategies, resources, and partners of the school will be introduced to the school community to students and their families regarding academic, health and wellness, and SEL support. Partners include Illinois Action for Children, Turning the Page, and JPA counseling services for students/families.

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.

Kellman School sends parents the results from the State assessment that the CPS District provides to families. Administration makes available data from IAR, ISA, DIBELS, TRC, NWEA and ACCESS for parents. Teachers hold conferences with students to discuss the growth of students based on the benchmark assessments throughout the school year with parents during the parent-teacher conferences or on the individual bases if needed.

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).

Joseph Kellman School community stresses importance of collaboration with parent and community and provides numerous opportunities for connections to resources for health/academic/ social emotional support. Kellman will invite parents to participate in school- wide projects. Kellman School will offer the Literacy/Math/Science/Social Emotional nights. Workshops will be led by licensed teachers/therapists/school counselor to address academic, health and wellness, and Social Emotional needs/resources for students and parents. In addition, Kellman School (tech co/teachers) will provide parents access to ClassDojo in order monitor their students' progress and serve as a main point of contact for parents.

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

Kellman welcomes and offers a variety of supports to teachers that are new to the school community. Hopeful future candidates are interviewed by high quality teachers. The team includes a classroom teacher, Diverse Learner teacher, counselor, and administrator. Teachers receive a tour of the school and are welcomed to conduct a lesson to demonstrate teaching abilities before being hired. Teachers receive a welcome kit with supplies and a list of district/school resources for support. The principal sends the letter about ?Highly Qualified? teachers out as soon as Office of Talent provides the information.

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.

High quality and ongoing PD is offered and led by Network ISL's, classroom lead teachers, ODLSS, OECE, and university partners, and various CPS offices throughout the year

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

Kellman School has partnered with the STEANS FOUNDATION Grant to offer Turning the Page Family Night. TTP is an organization that collaborates with teachers to provide workshops for parents. Topics focus on Literacy, Math, Science, Health and Wellness, and Social Emotional Development. Families walk away with a free children's book monthly to create a classroom library at home. Kellman School has a Children and Family Benefits Office located in the building to assist families with

- New Application of SNAP and Medical Benefits
- Redetermination of SNAP and Medical Benefits (although right now Rede's don't have to be submitted)
- Mid Point Reviews for SNAP Applications (MPR's also currently have no penalty for not submitting it at this time)
- Change reports (Income, Add-Ons, Contact Information)
- Questions or Issues regarding Pending Benefits, Stoppage of Benefits, Submission of Documents (Proof of Income, Pregnancy, etc)

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.

Kellman School has 2 prek programs within the building. PreK students are offered a Step Up to Kdg program in the summer to assist students with transitioning from prek to kdg. Annual meetings are held by the KDG to review expectations for Kdg.

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.

All teachers are encouraged in the decision making process regarding academic assessments by completing surveys, sharing input in Grade Level Team meetings. or joining the Leadership Team.

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.

Students engage in small group instruction throughout the day to support their learning. Teachers hold individual student conferences with students to create tailored custom pathways for student success. Students, along with teachers, set goals and check in throughout the year to adjust and make sure goals are being met. Activities and strategies are shared and adjusted to ensure academic success. Students are offered SEL or Diverse Learner support as needed. Students are offered either After school instruction, Saturday School, or OST enrichment/tutoring opportunities.

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.

Kellman provides workshops provided by community partners to provide support around job placement, housing, life resources, health and wellness, an social emotional wellness. The partners include NorthLawndale Employment Agency, Office of Children and Family Benefits, Illinois Action for Children, JPA family/student counseling services, school counselor, therapist-counseling interns, OECE workshops conducted by teachers, and health and wellness opportunities.

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.

Issues and concerns at the Joseph Kellman School are addressed during the PAC/Family Community Night monthly meeting. The Principal / designee attends the monthly PAC sessions. In September, the PAC's focus is to receive training in order to help parents understand data relating to academic improvement and areas that need strengthening. Morning Parent Cafes are provided for parents that are unable to attend our Family Night programs in the evenings after school. The first Parent Cafe is scheduled for May 6, 2021 at 8:45am.-10:00am . All parents are given the opportunity to provide input. The Principal / designee advises and discusses topics with parents such as school-wide data, surveys, programs and plans for improvement to positively impact student social emotional and academic success. All meetings are open to the public. Recommendations are made to the LSC. The Joseph Kellman LSC then reviews the recommendations of the PAC. Decisions are made and recommendations forwarded to the Principal who then presents the budget / plan to the LSC for official vote

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

The annual Title I meeting will be held on Wednesday, September 18, 2019. The Organizational meeting will be held on Wednesday, September 25, 2020. Every second Wednesday of the month will be our monthly PAC Meeting. Beginning in September, a meeting will be held, at a time convenient for parents, to inform parents of the NCLB Title I program requirements and their right to participate. Monthly PAC meetings are held and the focus for the year is determined with supporting resources. There are other school wide meetings and training to provide strategies and resources for parents to supporting their children. All parents are notified via monthly calendars sent home, postings on the school's marquee, save the date flyers, and Class Dojo posts and via automated calling system. All parents are invited to attend. Additional school wide meetings such as Community Nights are offered by our community partnership organizations such as, Illinois Action for Children and Turning the Page. The State of the School Address, Open House, and Report Card Pick days all afford parents opportunities to receive valuable information.

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.

Beginning in September, a meeting will be held, at a time convenient for parents, to inform them of the NCLB Title I program requirements and their right to participate. Monthly PAC meetings are held and the focus for the year is determined with supporting

resources. The monthly agenda will focus on a review of program requirements and other training areas of focus. There are other school-wide meetings and training available for parents better equip them with providing support for their children's progress. All parents are notified via monthly calendars sent home, postings on the school's marquee, save the date flyers, and Class Dojo posts and via automated calling system.

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

The school will provide opportunities for parents to meet, formulate suggestions, and have discussions about their child's education. Parents can participate in PAC meetings, Family Community Nights, Family field trips sponsored by partners, attend LSC meetings, and complete parent surveys. Parents can address issues/concerns/suggestions with school administration, and LSC/PAC chair. Their suggestions will receive a response within one to two days. Parents will have an opportunity to take part in literacy, math, science, and technology workshops to learn how to enhance their child's education. Parents will have opportunities to participate in workshops with staff professionals, area consultants, as well as, outside consultants. Workshops focus on engaging parents by teaching strategies and providing resources that they can use at home that will engage both child/parent to yield greater school success.

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.

Kellman School will provide parents with State-wide and District-wide School Assessment Reports in reading, mathematics, and science. These reports will be distributed at parent conferences, State of the School meetings, and sent home in a packet explaining how to interpret the test results. Parent workshops will be available for further assistance in interpreting test result

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.

Parents will receive "Not Highly Qualified" letters informing them of the status of their child's teacher at the beginning of the school year upon request.

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.

The school will assist parents in understanding of the state's academic content standards, student academic achievement standards, state/local academic assessments, requirements of Title I Part A, how to monitor their child's progress, and how to work with educators by providing support through PAC/school

parent workshops, sending home assessment data, curriculum meetings, providing website resources, and teacher conferences.

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.

Kellman School will provide information, resources, materials, and academic content training to assist parents in working with their children to improve academic achievement and to encourage increased parental involvement. This will be accomplished by allowing parents access to the computer lab (during scheduled times) to access educational websites, enhance their computer literacy skills and provide strategies for the immersion of technology within the home environment. The school's Technology Coordinator, and teachers will also provide workshops, strategies, and resources (throughout the school year). Parents will utilize these resources/strategies with their children to increase student achievement. Parental involvement will also increase through parent inclusion in student/school projects, tutoring opportunities, and field trip experiences.

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.

On-going Professional development will be provided to educate staff in the value of communicating/working with parents as equal partners in the educating of their child. The staff will work, with all parents, to build strong, working ties. Some activities (recommended by staff, LSC and PAC) include Family Community Night, Family Steppers Night for Parents, Mother/Son Dance, Father/Daughter Dance, Math Time Fun Day, Helping Your Child with Science Experiments Workshops, Family Fashion/Talent Show, Technology Night, Parent/Staff fun Nights, NWEA/IAR assessment information Evening, Wellness Fair, Mentoring Day(eighth graders), and fundraisers

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.

Kellman has two full day preschool programs for the 2020-2021 school year. We will coordinate and integrate parent programs/activities with our Preschool program to encourage and support parent full participation in their child's education. This will be accomplished by our parent volunteer/support program. Beginning in September, on-going training workshops will be held: "What my child should know during/by the end of Headstart - age 4 -a Skills Checklist", "Preparing for Kindergarten-Checklist of Skills", "The Connection between Oral Reading and Writing", "I read to my Child" and field trip to Book Store for onsite book purchase and activities. Parents will also be given information concerning Summer academic support opportunities for Pre-K students. Illinois Action for Children is an organization that supports the school and parents with job placement, clothing, and parent resources. Information relating to the school and parent programs, meetings, and other activities will be communicated by school calendar,

parent handbook, school letter, flyer, teacher monthly newsletter, Robo calls, Classdojo posts and school bulletins.

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.)

The mission of Kellman School is to create a stimulating and inquiry based learning environment for active literacy engagement, mathematics proficiency, academic achievement and technology for all students. We will create an equitable and discovery based student environment, in which students will become meta-cognitive thinkers that embrace diversity, academic excellence, and advance technological skills through collaborative learning, teacher professional development and parental support.

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.

There are several kinds of Parent/teachers conferences: (1) Daily Parent/Teacher Conferences will be held Monday-Friday, from 7 a.m.-7:45a.m., after 3:00 pm dismissal or during teacher prep periods (appt. only); (2) Mini parent conferences will be held on Report Card Pick-up days in November and April; (3) Appointment based Parent conferences will be held, as requested, throughout the school year as well as after all Report Card Pickup days. Parents may call, email the school/teacher or speak to teacher in person to request an appointment.

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

The school will provide parent/teacher consultation time in the following manner: before school conferences (7:00-7:45 am) in classroom, parent/teacher conference appointments (during teacher prep periods or after school) in classroom , phone calls (7:00-7:45am and after 3:00 pm dismissal), written letters with request to respond, and school / personal emails (email address provided by each teacher).

5 Parents may volunteer, and/or observe classroom activities by contacting teacher/principal to: (1) schedule day(s) and time (s) they are available to assist;

(2) discuss/plan with teacher ways to provide ongoing assistance in their child's classroom; (3) Parents are invited and encouraged to participate and in all classroom/school wide activities and projects.

6 Parents will support their child's learning by: monitoring attendance, monitoring content grades weekly, the completion of assignments/homework, checking/responding to agenda book assignments, teacher newsletters, school bulletins/letters/newsletters. Parents will review Aspen Parent Portal, Class Dojo, NWEA, mClass, teacher made assessment data to support student learning. Parents can utilize web based programs in the home/library, as well as, participate in field trips, and provide learning opportunities at home by utilizing school/community resources.

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

The school will provide parent/teacher consultation time in the following manner: before school conferences (7:00-7:45 am) in classroom, parent/teacher conference appointments (during teacher prep periods or after school) in classroom , phone calls (7:00-7:45am and after 3:00 pm dismissal), written letters with request to respond, and school / personal emails (email address provided by each teacher).

5 Parents may volunteer, and/or observe classroom activities by contacting teacher/principal to: (1) schedule day(s) and time (s) they are available to assist;

(2) discuss/plan with teacher ways to provide ongoing assistance in their child's classroom; (3) Parents are invited and encouraged to participate and in all classroom/school wide activities and projects.

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 may volunteer, and/or observe classroom activities by contacting teacher/principal to: (1) schedule day(s) and time (s) they are available to assist;

(2) discuss/plan with teacher ways to provide ongoing assistance in their child's classroom; (3) Parents are invited and encouraged to participate and in all classroom/school wide activities and projects. Parents must register to volunteer at volunteers.org and then be approved

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

Parents will support their child's learning by: monitoring attendance, monitoring content grades weekly, the completion of assignments/homework, checking/responding to agenda book assignments, teacher newsletters, school bulletins/letters/newsletters. Parents will review Aspen Parent Portal, Class Dojo, NWEA, mClass, teacher made assessment data to support student learning. Parents can utilize web based programs in the home/library, as well as,

participate in field trips, and provide learning opportunities at home by utilizing school/community resources.

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

Parents will participate in decisions relating to the education of their child via parent-teacher conferences, Parent Portal, certified letters, letter sent home w/child, open house, workshops, family learning nights, remediation plans, CPS-5th week progress notes, 2 week teacher progress notes, phone calls, Class Dojo, Promotion Policy meetings, and NWEA goal setting meetings.

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

Students will share responsibility for improved student achievement by utilizing strategies for organization and HS preparation(Naviance, Go CPS), SEL strategies, and personal attendance self monitoring. Students will also share this responsibility by being prepared for all classes as well as monitoring their grades, exhibiting positive attitude toward themselves and others, asking questions that lead to their own learning, developing technological skills that will prepare them for the global market place, extending their learning beyond the classroom setting, and making connections between school, self and the world.

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 attend monthly various workshops to learn how to read their student NWEA student profiles in literacy, math, and science, health and wellness, SEL and you, to create an environment to increase student achievement.

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
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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.	\$1359.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$453.00
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 be used only by parents.	\$0.00