

William Penn Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/16/2020	Dr. Sherryl Moore-Ollie, Lynnette Reyes, Romanetha Walker, Maraguerite Pearson, Abigail Chamberlain, Lorissa Ellis	Changes to CIWP and time line.
01/31/2020	Dr. Sherryl Moore-Ollie, Lynnette Reyes, Romanetha Walker, Maraguerite Pearson, Abigail Chamberlain, Lorissa Ellis	Criteria for the School Excellence Framework
02/18/2020	Dr. Sherryl Moore-Ollie, Lynnette Reyes, Romanetha Walker, Maraguerite Pearson, Abigail Chamberlain, Lorissa Ellis	Area of Critical Needs and Goals
02/27/2020	Dr. Sherryl Moore-Ollie, Lynnette Reyes, Romanetha Walker, Maraguerite Pearson, Abigail Chamberlain, Lorissa Ellis	On Track Action and Root Cause Analysis

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)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Teachers are working collaboratively in grade level team meetings to build on professional learning and discuss challenges and successes in the classrooms. The ILT meets regularly to address the school culture and community. We have implemented OSEL to give PD about improving the Social Emotional learning for all students in the school as well as implementing Second Step for pre-k through 5th and Advisory for 6th-8th graders.
- 4 - Structure for Continuous Improvement
 - 3 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

- **Evidence:** There is a shared vision of continuous learning for students and all stakeholders. Administration continuously finds ways to build trust among teaching staff and leadership. The vision of William Penn Elementary School is to maintain a positive learning environment for all children, where they will be visionary innovative life-long learners. Therefore, students will be able to positively and effectively be leaders and contributors to society. All individuals who have a role in the educational process will ensure that all children achieve their greatest academic potential through a student centered learning environment. We believe our students will achieve their goals with a focus on integrating literacy, writing, math, science, social science and technology with positive support from parents, community members and staff enabling them to become confident life-long learners.

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
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** The curriculum that is utilized at William Penn Elementary School is diverse. It's aligned with the Common Core Standards as well as Network 5 Reading Pacing Guides. The Social Emotional Learning Standards are apart of curriculum. The K-5th grade teachers are required to utilize the Second Step Curriculum to address the students Social Emotional Learning. The students and staff are in need diverse libraries that are enriched with various genres and complex text.
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 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
 - 4 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:** Student work based on learning standards are posted throughout the building along with direct feedback from the teacher. Evidence can be found through classroom formal and informal observations in Reflect and Learn. One

can read the types of questioning and assigned tasks that individual teachers are utilizing with students.

- 4 - 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
 - 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
 - 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
 - 4 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
 - 4 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
 - 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
 - 4 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Penn has developed a Grading Policy that is fair and consistent across grade levels. Categories and Grading Scales have been developed school-wide. Penn uses Pearson Scott Foresman Reading Curriculum and Houghton Mifflin Go Math Curriculum which have built in assessments that align to the Common Core Standards. The WIDA is one assessment that is used District-Wide for assessing EL learners. Teachers who instruct EL students modify assessments to meet the needs of individual students.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 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)
 - 2 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)
- 2 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)
- 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 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)
- 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)
- 1 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)
- 3 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)
- 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)
- 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:** Tiering criteria and intervention menu are available in the school shared drive. Family and community engagement is incorporated through the parent mentorship program, in which parent volunteers work with small groups of students based on academic need.
- 3 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** College and Career preparation is achieved through classroom guidance lessons with the school counselor, especially in 6th-8th grades, and through the "Chosen Ones" career seminar. Younger students are exposed to different careers through field trips, and the school is planning a career fair for all students in the spring.

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:** n/a
- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** n/a
- 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)
 - 4 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

- o that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - o **Evidence:** n/a
- 3 - Supportive and Equitable Approaches to Discipline
 - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - o **Evidence:** Penn has established a school-wide behavior matrix that defines student behavior expectations throughout the school including hallways, gymnasium, and cafeteria. Suspensions are always a last resort when managing discipline and student behavior. All staff engage in restorative conversations and and try to de-escalate conflict. Behavior expectations are communicated consistently, as well as modeled. ASPEN is the standardized tool that is used by principal and assistant principal to document student behavior. Penn also uses a Discipline Referral form for documenting student behavior that is not necessarily something to be entered in ASPEN.
- 3 - Family & Community Engagement
 - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - o 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - o 3 Partner equitably with parents speaking languages other than English
 - o 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)
 - o **Evidence:** We have a parent program for grades K-4 incorporating parents into day-to-day activities within the classroom. Frequent letters are sent out to parents informing their child of their progress within the classroom. We have an arrangement of assemblies where we invite parents to watch and participate. We have classroom festivities where we include parents to spend time with their children during the school day. On occasion we have provided activities outside the regular school day and had movie nights in the auditorium for families.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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	2
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	3
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	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	Depth and Breadth of Student Learning and Quality Teaching-MTSS
Root Cause 1	On a weekly basis an average of 60% of students are off track due to academic performance and/or attendance according

	to the new On Track metrics which include all subject areas and attendance.
Area of Critical Need 1	Leadership and structure for Continuous Improvement
Root Cause 2	Teachers need more leadership roles that lead to more opportunities to collaborate with administration and colleagues, resulting in an increase in trust levels amongst teacher colleagues as well as administrators. Building staff capacity will also be a residual affect of this structure.
Area of Critical Need 3	Quality and Character of School Life- Physical and Emotional Safety
Root Cause 3	More stakeholders need to be involved in the PBIS Framework which will allow opportunities for collaboration and staff buy-in, resulting in a more positive school climate

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)	Overall		45.00	55.00
I chose this metric because we are only at the 36th percentile in growth. If we want to get closer to our 3-8 attainment goal of 50% we have to increase our growth.				
Vision: NWEA Attainment G2 (Reading)	Overall		25.00	45.00
I chose this metric because we are at the 16th percentile which is an increase from previous year (3%) however, we want at least 50% of our students at attainment.				
Vision: NWEA Attainment G2 (Math)	Overall		35.00	50.00
I chose this metric because we are at the 21st percentile which is an increase from previous year(4%) however, we want at least 50% of our students at attainment.				
(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 We want to maintain a "well organized" rating.				5.00	5.00

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...	use CPS's Multi-tiered Systems of Support framework with fidelity,
Then we see...	differentiated instructional practices and targeted support for students' academic, behavioral, and health/wellness needs in all school and classroom settings.
which leads to...	all students meeting their weekly "Ontrack" projections and an increased number of students reaching their attainment goals on the NWEA Assessment.
Budget Description	
Tags	Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Performance Based-Assessment, CBE: SEL Integration
Action steps	<ul style="list-style-type: none"> (Not started) MTSS Team begin weekly meetings at the start of the school year to analyze student data. Pay close attention to data of DL students who are being included in the regular education classrooms. <p>Tags:Equity: Fair Policies and Systems, Equity: Resource Equity, Equity: Targeted Universalism</p> <ul style="list-style-type: none"> (Not started) Teacher Professional Development on how to use Aspen MTSS Tool to consistently monitor and track Tier 2 and 3 students.

	<p>Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> (Not started) Provide structured and consistent supports for students to ensure that they are moving from one tier to the next as they meet their goals. <p>Tags:</p>
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Strategy 2

If we do...	If we establish shared leadership structures in which teachers are encourage and expected to lead professional development workshops based on their leadership strengths; and structure our Instructional Leadership Team so that it consists of those teacher leaders who are leading the professional development...
Then we see...	more teachers collaborating and trusting in the leadership of administration as well as their colleagues. We will also see, an increase in teacher capacity for continuous improvement.
which leads to...	targeted professional development practices that improves teaching and learning. We will also see, improvements in academic performance of students.
Budget Description	
Tags	Leadership for Continuous Improvement, Instruction, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: SEL Integration, Equity: Resource Equity, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Teacher Leaders will share what they learned from Network Summits as well as professional development on core curriculum areas with teachers within their Grade Level Teams. <p>Tags:Leadership for Continuous Improvement, Instruction</p> <ul style="list-style-type: none"> (Not started) Develop a schedule for Teacher Leaders to facilitate Flex Day professional development. <p>Tags:Leadership for Continuous Improvement</p>

Strategy 3

If we do...	implement Positive Behavior Interventions and Supports (PBIS) with fidelity
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Then we see...	an establishment of behavioral and social cultures needed for SEL stability and academic success.
which leads to...	a school climate reflective of positive norms, goals, interpersonal relationships, as well as improved teaching and learning.
Budget Description	
Tags	Family & Community Engagement, CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, ODLSS: Parent Involvement Specialists
Action steps	<ul style="list-style-type: none"> (Not started) Develop school-wide structures for implementing SEL practices consistently. <p>Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>

Action Plan

Strategy 1

MTSS Team begin weekly meetings at the start of the school year to analyze student data. Pay close attention to data of DL students who are being included in the regular education classrooms.

Aug 24, 2020 to Jun 18, 2021 - MTSS Team, Classroom Teachers, Administration

Teacher Professional Development on how to use Aspen MTSS Tool to consistently monitor and track Tier 2 and 3 students.

Sep 01, 2020 to Jun 01, 2021 - District, N5 ISLs, Administration, MTSS Team

Provide structured and consistent supports for students to ensure that they are moving from one tier to the next as they meet their goals.

Sep 08, 2020 to Jun 18, 2021 - Classroom Teachers, MTSS Team

Strategy 2

Teacher Leaders will share what they learned from Network Summits as well as professional development on core curriculum areas with teachers within their Grade Level Teams.

Sep 08, 2020 to Jun 18, 2021 - Teacher Leaders, Administration

Develop a schedule for Teacher Leaders to facilitate Flex Day professional development.

Sep 14, 2020 to Sep 25, 2020 - Instructional Leadership Team

Strategy 3

Develop school-wide structures for implementing SEL practices consistently.

Aug 24, 2020 to Jun 22, 2021 - PBIS Team, and MTSS Team, Administration

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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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.

Based on the District's assessment (NWEA) and the School Quality Rating Report, Penn is a Level 1 school in good standing. However, only 36% of the students met their growth goals in reading and 77% in math so there is more work to do. Also, based on the School Quality Rating Report only 39% of the students are at attainment in reading, and 33% at attainment in math. So there is much work to do in our efforts to make sure that students are able to be competitive with students across the nation. 52.4% of Penn students are meeting/exceeding National Average Growth Norms.

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

At Penn Elementary we implement a wide range of strategies that provide opportunities for academic achievement. The foundation of our practice includes analyzing data with fidelity. As a team we use data to drive instruction and bridge the academic gap. Teachers use their data to identify focus areas and differentiate instruction using the Multi-Tiered Systems of Support approach. We use a variety of learning platforms (MobyMax, IXL, and Reading Eggs) that reinforce skills and close learning gaps. Our community partners such as WITS, Century 21, provide students with after-school academic support, homework help, and enrichment classes for students in K-8th Grades. Our in-house team also provides students with college career awareness, SEL supports, mentoring, counseling and afterschool tutoring in literacy/math.

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.

Penn uses Multi-tiered Systems of Support (MTSS) to meet the needs of all students. Teachers assess students and design instruction to meet individual student needs. Penn has a population of 87.9% African American, 11.3% Hispanic, and .8% other. Of this population 95.5% are low income, 24.5% are Diverse Learners (students with special needs), and 6.4% have limited English Language abilities (EL). To better support and service the needs of our student population, in addition to regular education teachers, Penn has 5 special education teachers of which one of them is a Case Manager. Penn also has a full time School Counselor as well as a full time School Social Worker. Penn has a shared nurse that services the school one day per week.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Teachers use their data to identify focus areas and differentiate instruction using flexible grouping and the MTSS approach. We use a variety of supplemental learning platforms such as MobyMax, IXL, Reading Eggs and MathSeeds to support students that are in need of intensive supports. Our community partners such as WITS, Century 21, provide students with after-school academic support, homework help, and enrichment classes for students in K-8th Grades. Our in-house team also provides students with college career awareness, SEL supports, mentoring, counseling and afterschool tutoring in literacy/math. Our school social worker and counselor are an integral stakeholders in our school community. They are a part of our MTSS and PBIS school-wide committees. Our monthly school-wide SEL action plan supports at risk students through a variation of targeted group support in the following areas; HS readiness, college/career readiness, respect/anti-bullying, high school/post-secondary preparation, coping skills, and career exploration.

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

In our efforts to attract high-quality, highly qualified teachers administration posts needed positions on the Taleo Talent site with specific requirements for positions needed. Selected candidates are required to have a certified teaching certificate from an accredited university before being invited for an initial interview. If a candidate is successful during the first round of interviews, a second interview is required in which the candidate is interviewed by the principal, assistant principal, school counselor, and case manager to determine if they are a good fit for our school. Once a candidate is pre-selected, a third interview is required in which the candidate tours the school, meets teachers and students so they can get a feel for our school's culture, and demonstrates a lesson with a group of students. Having the educational knowledge of best practices is important, as well as being able to relate to students in our school community.

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.

The district and Network Office provide ongoing professional development in the areas of Balanced Literacy, Math, ELA, and Science. Teachers and administrators attend these mandatory summits to help support students academically and ensure that students meet state standards. In-house we use principal directed weekly PLC's, and monthly Flex-Day PD's to analyze data and identify focal points. We use

ongoing PD to help teachers align their lesson plans to state standards and ensure that they are following the curriculum maps and supporting students using MTSS strategies.

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

Penn has been described by parents as "a home away from home". Parents frequently visit the school and participate in various school activities (i.e. school assemblies, talent shows, Literacy/Math Nights, Science Fairs, Parent field trips). In collaboration with one of our external partners, Family Focus, Penn has developed a Parent Mentoring Program. Penn's Parent Mentors assist in primary classrooms (Pk through 4th grade), supporting teachers with small groups and basic reading and math instructional strategies. Family Focus also provides parent workshops to this group of parents to support them in parenting skills as well as technology and job training skills. Penn has a Local School Council as well as a Parent Advisory Council in which the parents are active supporters of the school community. The LSC and the PAC meet monthly to discuss the school's needs, review school's budget (LSC), and engage in strategies/activities to support student progress. Administration provides on-going communication and information for families on school happenings during LSC and PAC meetings, as well as via our monthly newspaper PennTimes, and on our school's website and Face Book page.

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 preschool classroom teachers collaborate with our kindergarten teacher throughout the school year. At the end of the school year our Pre-K students visit the kindergarten classroom and are exposed to the classroom routines and expectations. This collaboration an exposure ensures for a smooth transition from early childhood to the elementary 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.

Penn has established an Instructional Leadership Team which consists of the principal, assistant principal, a teacher representative from each grade level band(k-2,, 3-5, 6-8), as well as a special education teacher/case manager and the school counselor. This team meets at least monthly (more when necessary) to review school-wide academic performance as well as grade level and individual student performance. The data discussed includes not only student academic performance, but also student attendance and behavior. Penn also has a PBIS (Positive Behavior Intervention Strategies) Team, an MTSS (Multi-Tiered Systems of Support) Team, and Teacher Grade Level Teams. All of the Teams work together to assess the critical needs of our students and our school community as a whole to develop strategies strategies to better meet those needs.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The foundation of our practice includes analyzing data with fidelity. As a team we use data to drive instruction and bridge the academic gap. Teachers use their data to identify focus areas and differentiate instruction using the Multi-Tiered Systems of Support approach. We use a variety of learning platforms (MobyMax, IXL, and Reading Eggs) that reinforce skills and close learning gaps. Our community partners such as WITS, Century 21, provide students with after-school academic support, homework help, and enrichment classes for students in K-8th Grades. Our in-house team also provides students with college career awareness, SEL supports, mentoring, counseling and afterschool tutoring in literacy/math.

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.

Penn has two PreK Full Day programs and one PreK half day cluster program that services 4 year olds. Penn participates in CPS' Healthy Schools initiative as well as its Universal Breakfast programs.

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.

Penn's Local School Council, Parent Advisory Council, and Bilingual Advisory Council are all organizations that are involved in planning for the school year and giving their input in developing the school's Continuous Improvement Workplan. These organizations meet monthly to receive updates on the school's progress, to plan parent involvement activities. In collaboration with school administration all stakeholders including community partners, Local School, Parent and Bilingual Advisory Council members are directly involved in planning school-wide activities for parents and students through monthly meetings. These parent organizations and community stakeholders are given the opportunity to review and discuss the school improvement plan, budget, and school's progress during the Annual Title 1 Program meeting held in the month of October each school year. Ongoing monthly meetings thereafter allow for continuous collaboration between all stakeholders to ensure that as a school community we meet the needs of our students and their families.

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 1 Program Informational meeting takes place at the beginning of the school year (Usually during the first week of October) whereas LSC, Community Partners, Parent and Bilingual Advisory Council members are encouraged to attend. During this meeting Penn's CIWP Goals and Priorities, the Parent Involvement Budget Plan, Involvement Policy, Compact and By-laws are reviewed and discussed. The Organizational Meeting will occur during the month of September 2018. During the Organizational Meeting election of chairperson and other officers will take place. The roles and responsibilities of LSC members will be discussed to ensure that all stakeholders have the opportunity to voice/address concerns, provide feedback and be informed of school and community activities. To accommodate all stakeholders, administration along with the parent organization members monthly meeting dates and times for the rest of the school year. Meeting dates are posted in school common areas and notices are sent home in English/Spanish to ensure that all parents and community partners are reminded of meeting dates and times.

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.

Monthly Parent Advisory Council and Local School Council Meetings occur throughout the school year to keep parents informed about the school community and the education of their children. Parents are also given the opportunity to volunteer at the school to support their children and the school community.

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

Parents are informed of their child's performance via 5 Week Progress Reports which includes two Report Card Pick-Up Nights in which parents meet with the teachers to discuss their child's performance on the state assessment, Benchmark assessments and Unit assessments in reading, math, science and social studies if applicable. Parents are also informed of student's progress on class assignments and homework assignments as well. Parents also receive formal reports from the school regarding their child's performance on the state assessment; these reports are issued to the school from the State Board of Education usually in October for dissemination to parents. Parents are also able to communicate with teachers and teachers with parents via Parent Portal. Parents are able to view their child's weekly grades as well as see messages from the teacher and send messages to the teacher.

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.

Principal mails letters home to each parent informing them of their right to ask for the educational qualifications of their child's classroom teacher. Information regarding qualifications of teachers is usually made available by the Department of Human Resources during the second semester and parents are able to pick up the information from the school.

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.

Penn school teachers will articulate content/state standards and information regarding student assessments inclusive of alternative assessments via classroom newsletters and parent-teacher conferences. Penn School will host its annual Open House during the first week of September 2018; it will include dissemination of information regarding Title 1 program, along with explanation of school's curriculum, assessment standards and tools, as well as proficiency standards students are expected to meet.

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.

Penn hosts two family nights during the school year which includes a Family Literacy Night and a Family Math Night. During these events parents are provided resources and strategies that will assist them at home while working with their child on academics. Hands-on science and technology activities are incorporated in Family Nights to give parents experience with activities that will help their children. Penn's parent groups also decide on training that they feel will help them throughout the year and invite consultants to provide parenting workshops on topics such as parenting skills, resume writing, basic computer training, at-home businesses, etc. Penn also has a Parent Room with at least 4 computers in which parents can use anytime throughout the school day to do resumes, look up their child's grades in the Parent Portal, etc.

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.

Penn's partnership with Turning the Page (Stean's Foundation), has allowed Penn to host a Family Night monthly. During these events parents are provided resources and strategies that will assist them at home while working with their child on academics as providing them with techniques and skills to address their child's social and emotional needs. Hands on science and technology activities are incorporated in Family Nights to give parents experience with activities that will help their children. Penn's Parent Advisory Council makes decisions on training that

they feel will help parents throughout the year. The PAC also invites consultants in to provide parenting workshops on topics such as parenting skills, resume writing, basic computer training, at home businesses, etc. Communities Organizing Family Issues (COFI) also partners with Penn School to provide monthly training and resources to parents.

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.

Penn has two full day pre-school programs in which students and parents are encouraged to volunteer to support school activities such as assemblies, field trips, classroom support, etc. All parents are encouraged to be a part of classroom instructional activities and volunteer their time on a daily basis.

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.

Monthly Parent Bulletins in English/Spanish are mailed and sent home by students to communicate school activities, parent meetings, upcoming events, tips for helping their child to be successful etc. Penn also disseminates a Quarterly Newspaper entitled Penn Times to keep parents informed of what's happening at their child's school. Penn also has a website that show cases student writing, field trip activities, as well as provides contact information of teachers and staff. The website helps to keep parents up to date on what's happening at Penn and displays pictures of what students are doing inside and outside of the classrooms. (www.penn.cps.edu).

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.)

Penn School will ensure high quality curriculum and an effective learning environment by continuing schoolwide curriculum mapping, Grade Band Unit and Lesson Planning, formal and informal REACH teacher observations and feedback, and ongoing professional development on "best practices". Penn will also provide mentoring opportunities for teachers which include teacher-to-teacher classroom observations, coaching, and teacher support. We believe our students will achieve their goals with a focus on integrating literacy, writing, math, science, social science and technology with positive support from parents, community members and staff enabling them to become confident life-long learners. The vision of William Penn Elementary School is to maintain a positive learning environment for all children, where they will be visionary innovative life-long learners. Therefore, students will be able to positively and effectively be leaders and contributors to society. All individuals who have a role in the educational process will ensure that all children achieve their greatest academic potential through a student centered environment.

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.

Penn will have its first parent-teacher meeting during Open House which will take place the Friday, prior to students starting classes (TBD). During Open House administration will share Penn's performance data that is available (State of the School) and teachers/parents will discuss expectations and curriculum for the school year. Penn's PAC Title I Annual Meeting and Organizational meeting will take place by the 2nd week of October. In addition, Penn will hold two formal parent-teacher conferences during report card pick-up days. Parent and/or teacher may request additional parent-teacher conferences on an as needed basis.

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

Penn parents will be provided reports of their child's performance via 5-week Progress Reports sent home with students: Q1 on October 9, 2020; Q2 on December 18, 2020, Q3 on March 12, 2021; Q4 on May 21, 2020. Progress Reports communication are in addition to the Report Card Pick Up (Parent/Teacher Conference) dates (Q1 November 18, 2020, and Q3 April 21, 2021). Parents will also receive informal reports such as telephone calls and requests for conference memos. In addition, the parents will receive grade reports from Grade Book as well as have access to Grade Book Parent Portal in which parents can view their child's grade online at any time.

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

Penn's parents will have access to staff before school 7:15 a.m.-7:45 a.m. and after school by appointment, and during two report card pickup parent conference days (Nov. 18, 2020, and April 21, 2021). Teachers may also schedule parent conferences

during their hour planning and preparation period during the school day.

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.

Penn's parents are encouraged to participate in the following ways: morning and afternoon patrol to make sure students get to school safely, assist with classroom/schoolwide projects, help supervise students during lunch and recess periods, participate in field trips, and are invited to classroom plays and performances. Through collaboration with our external partner, Family Focus, Penn now has a Parent Mentoring Program in which 8 parents receive a stipend to assist with small group instruction in primary classrooms. They are present every day (Mon. - Fri.) for two hours each day, four in the AM and four in the PM.

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

Penn's parents will support their children's learning in the following ways: checking/initialing their child's agenda book daily, assist and review homework daily, sending students to school everyday and writing a note when absent. Parent should participate in parent school groups (such as PAC and LSC), and attend quarterly family nights. Parents can also support their child's learning by building home libraries encouraged through school book fairs, book give aways, etc. Parent can further support their child's learning by modeling and sustaining reading a minimum of 20 minutes per day and practicing real life applications of skills learned at school. Through collaboration with our external partner, Family Focus, Penn now has a Parent Mentoring Program in which 8 parents receive a stipend to assist with small group instruction in primary classrooms. They are present every day (Mon. - Fri.) for two hours each day, four in the AM and four in the PM.

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

Penn school has an open door policy whereas parents are invited to participate in parent groups such as the Parent Advisory Council (PAC) and the Local School Council (LSC). PAC and LSC meet monthly at the school. Parents also participate in the Continuous Improvement Work Plan (CIWP) process usually during the months of Feb. through March. Parents are encouraged to review what's working and what's not working and voice their suggestions and concerns. Parents can also consult with teachers and administration regarding the education of their children at any time. Parents have formal opportunities which consist of open house in September, the two report card pickup days in November and April, and ongoing parent/community meetings. Parents will be notified in writing the date, time, and location of all formal 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).

Penn students will share the responsibility for improving their academic achievement in the following ways: completing agenda books daily, completing all homework and classroom assignments, coming to school prepared to learn, following school/class rules, having positive attitudes, and attend school daily.

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.

Goals: Overarching goal is to increase student academic achievement through parental involvement; specify your goals

Date TBD -Open House, Parent-Teacher Meet and Great, Information on yearly expectations and how parents can support teachers in meeting the yearly goals. State of the School presentation by principal which shares data on school's progress in the areas of academics, attendance, conduct, on-track rate, and My School My Voice Survey results.

Date TBD ? Community Night 1: Building Relationships, Building Community- The focus on supporting the formation of positive relationships with families, peer groups, and teachers especially during the transition periods such as at the beginning of the school year. Parents will also discuss strategies to approach and prevent bullying to build a positive, safe school community

November ? High School Fair (6-8th graders and their families) at William Penn Elementary. School counselor invites 10-15 high schools to come out and inform parents and students about their programs. Parents will discover what High Schools they can apply to and learn about the application process, requirements and deadlines.

Date TBD -Community Night 2: Understanding Student Progress- Parents will explore the assessments schools use to determine students' progress. They will learn ways they can support their child on tested skills throughout the school year and will understand how to ask questions about their child's progress to teachers.

December 2021 - School wide Science Fair

Date TBD-Community Night 3: Healthy Habits for Healthy Kids- This workshop will introduce the relationship between healthy eating habits, physical activity and educational success. Parents will explore strategies as well as school-based and community-based resources to excite healthy habits at home.

Date TBD-Steam Night- In this hands-on fair in which families will be able to explore various science, technology, engineering arts and math concepts together. In the workshop parents will have the opportunity to learn about math and science curriculum and brainstorm ways to support STEAM learning at home.

February 2021 ? Black History Fair and Essay Competition sponsored by the Men of Lodge 57

Date TBD-Community Night 5: Author Visit- Local children's author will read to families from his/her book followed by a question and answer session for parents. At the end of the Author Visit, parents will

receive an autographed copy of the author's most recent visit as a gift from Turning the Page Community Partner Organization.

Date TBD-Community Night 6: Growing Up Digital- This workshop will explore the role of technology in children's life. Parents will discuss the impact social media has on student development and success. In addition, parents will learn ways technology can be a resource for their children's learning in and out of the classroom.

June 2016 ? 8th Grade Luncheon and Graduation

Monthly PAC, BAC, and LSC Meetings; and Communities Organizing Family Issues (COFI) Parent Meetings; Family Focus: 21st Century Parent Meetings.

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.	\$754.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
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.	\$500.00
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	\$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
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