Pulaski International School of Chicago 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/23/2020		

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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 2 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Opportunity for staff members to participate in SEED diversity training. Implementation of practices, trainings, SEL instruction and attributes of an IB program. Student Engagement Specialist is consistent on implementing rewards, follows through on consequences. Saber Chats SEL. Addressing the problem of practice by using differentiation to fill the gaps of low achieving students per Pulaski data. School wide use of student handbook. Committees led by teacher leaders of the school. OST after school program allows for teachers to utilize their strengths and engage in activities they are passionate about. The PPLC has provided a channel to talk to the bosses about procedure and process. Quarterly professional learning calendar IB MYP and PYP curriculum and units. Weekly updates, WIN cycles to address the problem of practice, Instructional Core Walk, SEL Chicago Kristin Hovuois, Social Committee, Implementation of instructional resources and curriculum. Lucy Caulkins, IB LSC reports, staff attendance, birthdays, weekly updates of small wins, parking spots. Committee work
- 3 - Structure for Continuous Improvement

- o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- o 4 Design professional learning (PL) to achieve school-wide improvement goals
- o 4 Design and implement school day schedules that are responsive to student needs
- o 4 Align the budget to the CIWP priorities and the mission of the school
- o 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
- o 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)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- • 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 4 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**: As IB school units of inquiry " who we are" focus on studying culture and second language The IB unit planner is written with a central idea and statement of inquiry As IB school units promote action --- we also host a variety of culminating events that focus on project based learning - We also have partnerships with Loyola and Depaul - Out students take advantage of frequent field trips to enhance the learning experience PYP program inquiry and the MYP subject guide overview support curriculum mapping however PYP reading and writing lacks scope and sequence and alignment to standards. Calm classroom - Saber Chats- Second Step however there is inconsistent implementation especially among MYP classes.
- • 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

- o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 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)
- o **Evidence**:
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 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
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 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)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)

- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 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)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 1 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)
- o 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)
- o **Evidence**:
- 2 - Transitions, College & Career Access, & Persistence

- o 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)
- o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- o 3 READINESS ? Ensure equitable access to college preparatory curriculum
- o 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
- o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Saber Chats, IB learner profiles, tier 1 SEL interventions Calm Classroom, Second Step, Saber Council, FOP events, Book, MYP survey, Tier 1 classroom managements and SEL strategies, 5th exhibition, book buddies, Consious Discipline, Pulaski News student shoutouts. Common preps, and extra preps, ILT members, Social committee (birthday board, staff outings, staff party, quarterly celebrations, self care, special gifts from admin, FOP Friday treats, random acts of kindness.
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 4 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 4 Authentically interact with community and civic leaders
  - o 4 Engage with their community
  - o 4 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 2 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline

- o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 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 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 4 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 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

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	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Physical and Emotional Safety	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**5**
3	Quality and Character of School Life: Relational Trust	**4**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Quality and Character of School Life: 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	Supportive Environment
Root Cause 1	Lack of consistent systems and structure and teacher autonomy leads to unclear expectations focused on student learning.
Area of Critical Need 1	Growth among students who fall below the 50%ile in Reading and Math we are also focusing on attainment in 2nd grade.
Root Cause 2	A need for Tier 2 differentiated instruction implmented with fidelity.
Area of Critical Need 3	Collaborative Teachers and Effective Leaders -Weak
Root Cause 3	Lack of consistent systems and structure and teacher autonomy

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2 (Math)	Overall		63.00	70.42
NWEA Attainment G2 (Math) This metric was chosen based on NWEA Data which showed consistent decline in Math. Based on the 2018-2019 SQRP results Pulaski's growth metric was at the 66%ile and dropped to the 61%il in Math during the 2019-2020 SY.	Latinx		54.00	70.42
Vision: NWEA Growth G3-8 (Math)	Overall		60.00	66.03
NWEA Growth G3-8 (Math) This metric was chosen based on NWEA Data which showed consistent growth in Reading versus a decline in Math. Based on the 2018-2019 SQRP results Pulaski's growth metric was at the 77%ile and dropped to the 69%il in Math during the 2019-2020 SY.	EL		59.00	73.13
Vision: NWEA Attainment G2 (Reading)	Overall		66.00	81.13
NWEA Attainment G2 (Reading) This metric was chosen based on NWEA Data which showed a consistent decline in Reading. Based on the 2018-2019 SQRP results Pulaski's growth metric was at the 81%ile and dropped to the 61%il in Reading during the 2019-2020 SY.				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Supportive Environment This metric was chosen based on the 5 Essentials ?Supportive Environment? category (rated only by students) which was rated neutral for 2 years in a row. In addition, based on a SEL survey that was given to Middle School student in the fall of 2019, 34% of students do not treat each other with respect. Also, 23% of Pulaski student do not feel they have an adult to talk to about a problem if they need help. In addition, based on the 5 Essentials Survey, in 2018 Collaborative Teachers and Effective Leaders dropped from Neutral to Weak in 2019. Resulting in an overall rating of Organized in 2018 to Moderately Organized in the 2019 SY.				4.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Relational Trust - 5 Essentials (Collaborative teachers, Effective leaders) Based on anecdotal data collected from a teacher survey created in the Winter of 2019 indicated that clear and concise communication was an area of improvement. This opportunity for growth was also noted in the 5E categories, Collaborative Teachers and Effective Leaders. We seek to improve these areas.	3.00	3.00		4.00	4.00

Strategies

Strategy 1

If we do...	Focus on a vision for sustained improvement around systems, structures, the IB framework, as well as create consistent opportunities for teachers to collaborate to

	promote professional growth, for students to feel academically supported and respected by their peers, to value hard work, have clear responsibilities and structures and for teachers to push all students toward high academic standards
Then we see...	An improved school culture focused on communication, student outcomes and a feeling of ownership. We will see teachers who establish trusting relationships with students and students who feel supported by teachers.
which leads to...	Pulaski's Supportive Environment rating will increase from neutral to strong on the SQRP 5 Essentials Survey.
Budget Description	Budget: $4,000 has been allocated for strategy #1 to provide a stipend to the Instructional Leadership Team to focus on the completion of the action items listed. Resources Needed: ILT will read the book ?The Power of Teacher Teams? Timing Needs: Ensure that Master schedule includes and SEL time as well as an intervention block, Ensure that common planning and vertical planning opportunities occur one time per quarter Provide extended day time for professional development.
Tags	Relational Trust, OSEL: SEL Instruction, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	(Not started) Update and share a roles and responsibility chart for all support staff. ex.clerks, administrative staff Tags: (Not started) Reenact and maintain the Pulaski Staff Resource page in addition to the Administration weekly updates. A link will be provided to the Pulaski Staff Resource page from the updates. Tags: (Not started) Master Schedule will provide opportunities for teachers to collaborate vertically and horizontally twice a quarter. Tags: (Not started) Provide vertical planning at the end of the school year to review students' data with the grade level above. Tags: (Not started) The PPLC will review major initiatives before they are implemented to provide feedback, input, and to support in its execution. Tags: (Not started) Planning between Diverse Learner (DL) teachers and SECAs will take place at least once a quarter in addition to vertical planning at the end of the year for DL teachers.

	Tags:
	• (Not started) Provide optional bi-weekly all staff meetings to keep teachers and staff abreast of updates, changes and events. Tags:
	• (Not started) Incorporate a staff and student survey quarterly to open up lines of communication and feedback throughout the school year. Tags:

Strategy 2

If we do...	Use a researched based SEL curriculum or framework to plan and implement SEL instruction with fidelity and monitor targeted Tier 1 and Tier 2 SEL instructional strategies.
Then we see...	A positive school culture with a strong sense of community where staff and students model SEL skills and conflict resolution.
which leads to...	Pulaski's Supportive Environment rating will increase from neutral to strong on the SQRP 5 Essentials Survey. A reduction in discipline referrals by 50%. A school created SEL survey taken by students will show that 75% of students feel safe and find teachers trustworthy and responsive to their academic and social emotional needs.
Budget Description	Budget: $4,000 has been allocated for substitute coverage to provide teachers the opportunity to visit and observe colleagues (wind cycles) as well as attend pertinent and relevant professional development. $10,000 has been allocated to provide the continued work being provided by SEL Chicago and Positive Discipline. A CPS GRANT has been completed to request support for a research based school-wide SEL Tier 1 program. Resources Needed: Work alongside SEL Chicago consultant Purchase ?Positive Discipline in the Classroom: a Teacher's Guide? for each classroom teacher for summer reading, Send teacher representatives to training offered by OSEL throughout the school year. Timing Needs: SEL GLT meetings scheduled to be part of the rotation, Provide an opportunity for Administration and BHT team to plan out school wide SEL plan over the summer, Provide opportunities for Administrative team and BHT team to meet bi-monthly.
Tags	MTSS: Curriculum & Instruction, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) A detailed universal system of tier 1 SEL support will be created for each grade level band (k-2, 3-5, 6-8) that includes environmental checklists, teacher SEL expectations and classroom management frameworks Tags:

	• (Not started) School master schedule will include SEL instruction time for all K-8 classrooms Tags: • (Not started) Implement a Tier 1 SEL curriculum for MYP that is guided by the Approaches to Learning Chart, CASEL competencies and the IB learner profile Tags: • (Not started) Implement a Tier 1 SEL curriculum for k-5 teachers Tags: • (Not started) Implement a detailed school-wide crisis response flow chart Tags: • (Not started) Behavior Health Team to offer classroom/ teachers support and streamline student tier 2 and 3 support school-wide Tags: • (Not started) Professional Development will be provided by SEL Chicago during staff development as well as GLT meetings. Tags:

Strategy 3

If we do...	Use data from NWEA and curriculum embedded assessments to strategically plan for small group instruction while implementing MTSS interventions.
Then we see...	All teachers differentiating standards-based instruction (using learning continuum) to supplement curriculum and target instruction that meets the needs of all students.
which leads to...	This metric was chosen based on NWEA Data which showed consistent growth in Reading versus a decline in Math. Based on the 2018-2019 SQRP results Pulaski's growth metric was at the 77%ile and dropped to the 69%il in Math during the 2019-2020 SY.
Budget Description	Budget: Funds will be allocated to provide stipend pay for MTSS and BHT team members. $10,120 has been allocated for teachers to have the opportunity to plan one time per quarter vertically. Resources Needed: Purchase ?Response to intervention strategies? by mentoring minds flip-book for MTSS team (multiple copies for use) as well as one per GLT (2 per grade level), Purchase the book ?Pre-Referral Intervention Manual? one for each teacher. Timing Needs: Organize and strategically plan back-to-school PD around MOY NWEA and any BOY assessment data, Ensure GLT meetings focus on the topic of the structure, planning, curriculum and formative assessment use to guide instruction in math.

Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Curriculum & Instruction, Personalized Learning: Learner Agency, Personalized Learning: Tailored Learning/Differentiation, Math: Formative Assessment, Math: Equitable Access
Action steps	(Not started) Review "The 5 Dimensions of Powerful Classrooms," especially "Equitable Access to Content" to better support DL and EL students. Tags: (Not started) Reestablish non-negotiable/ expectations such as pre-assessments, formative assessments and exit slips Tags: (Not started) Use exit slips and assessments to inform instruction. Tags: (Not started) Revisit best practices for instructional strategies such as; Math Talk, MARS Tasks, Guided Math, Coaching Tags: (Not started) Revisit teaching practices and strategies such as; Think/ Pair/ Share, Process Time, and Questioning & Discourse. Tags: (Not started) Introduce new strategies, such as Launch/Warm-up, to make new learning more equitable. Tags: (Not started) Follow the Engage NY scope & sequence guide with fidelity. (K-5th/vertical & horizontal alignment) Tags: (Not started) Review the Math Subject Overview for MYP. (6th-8th/Vertical & horizontal alignment) Tags: (Not started) Provide a GLT meeting focused solely on math strategies and instruction one time per quarter. Tags:

	• (Not started) Work with the department of mathematics and the network lead specialist to provide professional development around equitable access. Tags:

Strategy 4

If we do...	Use a researched based SEL curriculum or framework to plan and implement explicit skill-based SEL instruction and restorative practices with fidelity, as well as monitor targeted Tier 1 and Tier 2 strategies.
Then we see...	A positive school culture with a strong sense of community where staff and students model SEL skills, conflict resolution, and classroom interactions fostering personal connections among students and adults
which leads to...	an increase in Pulaski's Supportive Environment rating from neutral to strong on the SQRP 5 Essentials Survey. A reduction in discipline referrals by 50%. A school created SEL survey taken by students will show that 75% of students feel safe and find teachers trustworthy and responsive to their academic and social emotional needs.
Budget Description	
Tags	
Action steps	• (Not started) School master schedule will include SEL instruction time for all K-8 classrooms Tags: • (Not started) A detailed universal system of tier 1 SEL support will be created for each grade level band (k-2, 3-5, 6-8) that includes environmental checklists, teacher SEL expectations and classroom management frameworks. Tags: • (Not started) Implement a Tier 1 SEL curriculum for MYP that is guided by the Approaches to Learning Chart, CASEL competencies and the IB learner profile Tags: • (Not started) Implement a Tier 1 SEL curriculum for k-5 teachers Tags: • (Not started) Implement a detailed school-wide crisis response flow chart Tags:

	• (Not started) Behavior Health Team to offer classroom/ teachers support and streamline student tier 2 and 3 support school-wide Tags:

Action Plan

Strategy 1

Update and share a roles and responsibility chart for all support staff. ex.clerks, administrative staff

Aug 24, 2020 to Sep 04, 2020 - Administration

Reenact and maintain the Pulaski Staff Resource page in addition to the Administration weekly updates. A link will be provided to the Pulaski Staff Resource page from the updates.

Aug 24, 2020 to Jun 25, 2021 - Administration / Pitor W. Mr. Granados

Master Schedule will provide opportunities for teachers to collaborate vertically and horizontally twice a quarter.

Sep 01, 2020 to Jun 25, 2021 - Rosa Sanchez / Administration

Provide vertical planning at the end of the school year to review students' data with the grade level above.

May 03, 2021 to Jun 25, 2021 - Rosa Sanchez / Administration

The PPLC will review major initiatives before they are implemented to provide feedback, input, and to support in its execution.

Aug 24, 2020 to Jun 25, 2021 - PPLC members

Planning between Diverse Learner (DL) teachers and SECAs will take place at least once a quarter in addition to vertical planning at the end of the year for DL teachers.

Aug 24, 2020 to Jun 25, 2021 - Rosa Sanchez / Administration

Provide optional bi-weekly all staff meetings to keep teachers and staff abreast of updates, changes and events.

Aug 24, 2020 to Jun 25, 2021 - Administration

Incorporate a staff and student survey quarterly to open up lines of communication and feedback throughout the school year.

Sep 01, 2020 to Jun 30, 2021 - PPLC and Administration

Strategy 2

A detailed universal system of tier 1 SEL support will be created for each grade level band (k-2, 3-5, 6-8) that includes environmental checklists, teacher SEL expectations and classroom management frameworks

Jul 01, 2020 to Sep 01, 2020 - School Counselor, Administration, Student engagement coordinator

School master schedule will include SEL instruction time for all K-8 classrooms

Jul 01, 2020 to Sep 01, 2020 - Administration

Implement a Tier 1 SEL curriculum for MYP that is guided by the Approaches to Learning Chart, CASEL competencies and the IB learner profile

Jul 01, 2020 to Nov 01, 2020 - School Counselor and Administration

Implement a Tier 1 SEL curriculum for k-5 teachers

Jul 01, 2020 to Nov 01, 2020 - School Counselor and Administration

Implement a detailed school-wide crisis response flow chart

Jul 01, 2020 to Nov 01, 2020 - School Counselor, Behavioral Health Team, School administration

Behavior Health Team to offer classroom/ teachers support and streamline student tier 2 and 3 support school-wide

Jul 01, 2020 to Jun 30, 2021 - Administration, school counselor, student engagement coordinator, School social worker

Professional Development will be provided by SEL Chicago during staff development as well as GLT meetings.

Jul 01, 2020 to Jun 30, 2021 - SEL Chicago, Counselor and Administration

Strategy 3

Review "The 5 Dimensions of Powerful Classrooms," especially "Equitable Access to Content" to better support DL and EL students.

Aug 24, 2020 to Nov 02, 2020 -

Reestablish non-negotiable/ expectations such as pre-assessments, formative assessments and exit slips

Aug 24, 2020 to Nov 02, 2020 - Administration

Use exit slips and assessments to inform instruction.

Aug 24, 2020 to Jun 25, 2021 - Classroom teachers

Revisit best practices for instructional strategies such as; Math Talk, MARS Tasks, Guided Math, Coaching

Aug 24, 2020 to Nov 02, 2020 - Administration, PPLC, Classroom teachers

Revisit teaching practices and strategies such as; Think/ Pair/ Share, Process Time, and Questioning & Discourse.

Aug 24, 2020 to Nov 02, 2020 - Administration, PPLC, Classroom teachers

Introduce new strategies, such as Launch/Warm-up, to make new learning more equitable.

Aug 24, 2020 to Nov 02, 2020 - Administration and PPLC

Follow the Engage NY scope & sequence guide with fidelity. (K-5th/vertical & horizontal alignment)

Aug 24, 2020 to Nov 02, 2020 - PPLC and Classroom Teachers

Review the Math Subject Overview for MYP. (6th-8th/Vertical & horizontal alignment)

Aug 24, 2020 to Jun 25, 2021 - PPLC and Classroom Teachers

Provide a GLT meeting focused solely on math strategies and instruction one time per quarter.

Aug 24, 2020 to Jun 25, 2021 - Administration and PPLC

Work with the department of mathematics and the network lead specialist to provide professional development around equitable access.

Aug 24, 2020 to Nov 02, 2020 - Administration

Strategy 4

School master schedule will include SEL instruction time for all K-8 classrooms

Jun 01, 2020 to Aug 24, 2020 - Administration

A detailed universal system of tier 1 SEL support will be created for each grade level band (k-2, 3-5, 6-8) that includes environmental checklists, teacher SEL expectations and classroom management frameworks.

Jun 01, 2020 to Aug 24, 2020 - School Counselor, Administration, Student engagement coordinator

Implement a Tier 1 SEL curriculum for MYP that is guided by the Approaches to Learning Chart, CASEL competencies and the IB learner profile

Jun 01, 2020 to Aug 24, 2020 - School Counselor and Administration

Implement a Tier 1 SEL curriculum for k-5 teachers

Aug 24, 2020 to Jun 25, 2021 - School counselor and Administration

Implement a detailed school-wide crisis response flow chart

Aug 24, 2020 to Jun 25, 2021 - School Counselor, Behavioral Health Team, School administration

Behavior Health Team to offer classroom/ teachers support and streamline student tier 2 and 3 support school-wide

Aug 24, 2020 to Jun 25, 2021 - Administration, school counselor, student engagement coordinator, School social worker

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

As a CPS school, we use the following mandated assessments for school-wide data: NWEA Math & Reading, TRC/mClass Reading (K-3rd), and ACCESS (ELs.) Informal/formal assessments for Math are the following: Engage NY (K-5th), Connected Math (6th-7th), and Agile Math (8th). Informal/formal assessments for Reading are teacher-created. They are based on units that are aligned to CCSS.
As an IB school, teachers create IB Units that are aligned to the IB framework as well as the CCSS. All units have summative assessments. In the MYP programme these units are aligned to the IB objectives and strands, which must be assessed in the summative assessment.

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

Teachers implement researched-based MTSS strategies for tiers 1, 2, and 3. Pulaski School has an MTSS team that meets with classroom teachers to help provide support with particular students as well as provide support, observation opportunities and feedback regarding their program infrastructures in reading and in math. The MTSS Team supports teachers with implementation of Tiered supports for differentiation. Tier 1: Universal Instruction, Tier 2: Some students, Tier 3: Few students. Teachers will be provided with text resources to support MTSS in the classroom. What I Need (WIN) intervention and enrichment time will be incorporated into the master schedule for all grades K-8th. This will ensure that tailored tiered differentiated support is occurring amongst grade levels.

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.

The Instructional Leadership Team and grade level teacher teams will closely examine school-wide data (listed above), identify areas of concern, and develop a plan to support growth in all subgroups. One of our strategies for Math will be to implement a standards-based curriculum (Engage NY, Connected Math, & Agile Math) with fidelity utilizing all checkpoint resources (pre-assessments and exit slips). Once students? needs are identified, teachers will implement targeted instruction beyond the whole group lesson.

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).

Pulaski teachers participate in peer observation and coaching cycles to build capacity among all teachers. We offer after school intervention support for students who fall below grade-level standards. We offer opportunities for students to also participate in after school, non-academic classes as well team sports, fine arts activities or clubs to increase social-emotional connections while at school.
Pulaski?s BHT team is another level of support for students? social emotional needs. BHT is a teaming structure to support the MTSS Problem Solving process for identifying students in needs of tier two/three social, emotional and behavioral support. uses a collaborative problem solving process with a multidisciplinary team of school and community-based professionals. BHT assesses students? social and emotional strengths and needs through standardized assessment tools. BHT assesses progress through ongoing progress monitoring. BHT establishes partnerships with community providers to support in the promotion of SEL and/or mental health delivery.

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

As a 1+ school in Bucktown that offers the IB PYP and MYP Programmes, has one of the three Regional Gifted Centers in Chicago, and a Prek that implements the Reggio Emilia approach, we receive a significant amount of resumes from interested teachers throughout the year. When there is a need to hire a teacher, the administration vets the resumes. The interview team is based on the position that is needed at the time. For example, if we are hiring a DL teacher, the team will consist of the admin team, plus a couple of our current DL teachers. Part one of the interview process is meeting the applicant and asking predetermined interview questions based on the interview document. If the team decides the applicant is eligible to move on to part 2 of the process, he or she is invited to implement a lesson while the team observes with a rubric. If the team feels that the applicant a good fit, the applicant is offered the position.

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.

A needs assessment is created and distributed twice a year, the results are used to strategically plan and organize professional development opportunities led by teachers, consultants, the network summits, or district departments. As an IB school, teachers are provided different levels (Category 1-3) of professional development from IBA. Teachers' new learning is immediately shared with their coworkers, and it?s implemented in their teaching and learning (Instruction, IB units, Programmer of Inquiry/Subject Guide Overviews, and Assessments).

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

Communication is key, news and updates are provided weekly through various social media outlets and our parent resource coordinators along with classroom teachers help promote increased parent involvement. We have very active and committed parents that serve as leaders on the Parent Action Council, Bilingual Advisory Committee and Friends of Pulaski that work with the school community to further

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.

Prek is apart of the IB PYP. It has units that support the Programme of Inquiry, so communication with the primary department is a must, especially with kindergarten. This open line of communication makes it easier for PreK teachers to arrange for the end of the year visits/tours to the kindergarten classrooms as well as the modular building. Kindergarten teachers have fun activities for students to do while they spend time in the classroom. During the summer, the Kindergarten teachers and Friends of Pulaski provide Popsicle Hangouts for entering kindergarten students and their parents.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers meet together individually, as well as during GLT meetings, to create, implement and analyze formative assessments that are used to guide their instruction. These formative assessments are also used as a guiding tool to determine which students may need extra support, determine if the level of instruction was too rigourous or elementary, and to identify those students that may benefit from enrichment strategies and supplemental learning. An instructional leadership team (ILT) composed of teachers representing each grade level meets under the guidance of administration to help make decisions regarding larger assessment initiatives and the overall instructional program school wide.

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.

To ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement, students are provided with effective and timely assistance through the differentiated instruction of their classroom teacher. If assistance is needed, or if the teacher feels as though the student is not making a sufficient rate of growth as compared to their same-aged peers, they will refer the student to the MTSS team. The MTSS team will provide support to the classroom teacher on (Tier 1) differentiated

instructions, (Tier 2) targeted instruction based on student data, and (Tier 3) researched-based intervention strategies.

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.

Our counselor and Bilingual coordinator will work alongside parent leaders on the Parent Action Council and Bilingual Advisory Committee to ensure programs are sought out and workshops are provided to our community that address a variety of topics and needs.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

PAC and BAC committees provide input with the plan's development. Data from My Voice, My School parent surveys are utilized. Monthly BAC and PAC
meetings provide opportunities for feedback and monitoring.

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

Parents will be invited to the first Title 1 meeting where the principal will review the purpose and the budget will be discussed. This will be held in September.
Additionally, parents will hear about the PAC committee and select new members. Parents will be asked to participate in volunteer opportunities at the school.
Staff will present workshops to parents on how to address academic needs at home. The projected date of the Title 1 Annual meeting is Tuesday, September
22, 2020 at 9:15 and the projected date of the Title 1 PAC Organizational meeting is Tuesday, September 22, 2020 at 10:00

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.

PAC/BAC meetings are scheduled monthly. These meetings will provide a forum for parent concerns, as well as a way for parents to provide input for school
improvement.

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.

Parent reports on NWEA, Text Reading Comprehension and DIBELS results will be sent home in English and Spanish during all assessment periods throughout the school year.

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

Parents will be notified by letter if their child's teacher is not deemed Highly Qualified.

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.

PAC/BAC meetings will inform parents of the state's academic standards using the school developed brochures. School personnel will be available to answer
parent questions. Teachers will utilize these brochures during Open House to review grade level content with parents. Family Nights associated with various
content areas will identify standards being meet by the activities offered. Explanations of Academic Warning, Below/Meets/Exceeds will be provided to parents
at Parent Teacher Conferences. Parents will be provided with training on how to access their student's grades online.

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.

Parent workshops will be held in the areas of literacy, math and technology with an emphasis on how parents can help their children succeed in school.
Parents will be encouraged to participate in school as volunteers. Training will be provided. Math, reading and science nights will be scheduled.

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.

Teachers will participate in training about parent communication and relationships. Parent presenters may be a part of the training.

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.

PK parents will be encouraged to volunteer in their child's classroom on the first day of school. Staff will hold orientation sessions for parents of K-3 students
to review the key learning standards and inform them of how best they can support their children at home.

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.

A monthly newsletter and calendar will be sent home in Spanish and English. The school website provides information on the school's programs in both
languages as well. Additionally, there is a weekly newsletter sent via email to parents in English and Spanish.

Policy Implementation Activities

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

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

NA

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.)

Pulaski International provides a culture of intellectual rigor, civic consciousness, and holistic growth through the International Baccalaureate Programme while
embracing the mother tongue and fostering second language acquisition. Our commitment to student learning is driven by agreed upon reflective data
informed practices and targeted pd ensuring college and career readiness.

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

Parent conferences are scheduled two times per year: at the end of the first quarter (November 2020) and at the end of the third quarter (April 2021).

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

In addition to quarterly report cards, mid-quarter progress reports are sent home. Parents also have immediate access to student grades through the CPS
parent portal.

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

Parents can request a student, teacher, parent conference as needed. They can meet with the teachers before or after school, or during the teacher prep
period.

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 for the following opportunities: Kiss and go, library work, family night committees, field trips and school committees. Parents may
observe classroom activities during investigation days and by appointment.

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

All students have an agenda book and parents have access to an app to facilitate parent and school communication. This goes home daily to make sure that
all parents have access to student homework and papers that are returned. In addition, each teacher has a

page on the school's website that describes the curriculum taught.
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 work closely with their child's classroom teacher, the school counselor, social worker and school administration before, during and after school as scheduled in making decisions related to the education of their children.
The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation). Students share responsibility for improved student achievement in setting goals with their parents and teachers, including attendance, learner profile attributes and work completion.

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. We will be providing educational activities for parents to strengthen the home-school connection and impact 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
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.	$100.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00

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)	$2237.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00