

John H Hamline Elementary School

2020-2022 plan summary

Team

| Name | Role | Email | Access |
|----------------------|---------------------------------------|------------------------|------------|
| Erik Olson | Principal/LSC | ejolson@cps.edu | Has access |
| Paul Hartman | Teacher/Instructional Coach/Community | pwhartman@cps.edu | Has access |
| Aide Acuna | Teacher (Grade 1) | aacuna7@cps.edu | No Access |
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| Patricia Limon | Community Member/LSC | plimon051975@gmail.com | No Access |
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| Carolina Paredes | Assistant Principal | cparedes@cps.edu | Has access |

Team Meetings

| Date | Participants | Topic |
|------------|--------------|-------|
| 01/01/2020 | | Test |

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

- 2 - Leadership for Continuous Improvement
 - 2 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)
 - 2 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 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
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**

- 1 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 1 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 1 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)
 - 1 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)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 1 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)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
 - 1 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)

- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 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)
- 1 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:**
- 2 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 2 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community

- 1 Take informed action where they work together to propose and advocate for solutions
- 2 Experience a schoolwide civics culture
- **Evidence:**
- 2 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|-------|---|---------------|
| 1 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 0 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | 0 |
| 2 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | 1 |
| 2 | Quality and Character of School Life: Physical and Emotional Safety | 0 |
| 2 | Quality and Character of School Life: Relational Trust | 4 |
| 2 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | 0 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | 0 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 3 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 2 |
| 3 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | 0 |
| 3 | Quality and Character of School Life: Family & Community Engagement | 0 |
| 3 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | 0 |

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

| | |
|-------------------------|---|
| Area of Critical Need 1 | Leadership for Continuous Improvement: There is inconsistency of implementation of safe practice across grade levels. |
| Root Cause 1 | We need to develop a more consistent and cohesive plan for shared leadership so that communication is consistent across grade |

| | |
|-------------------------|--|
| | levels, teachers can have more opportunities to develop safe practices for collaboration, and common teaching strategies and approaches can be developed and shared across the school. |
| Area of Critical Need 2 | Student engagement in classrooms across the school, student voice in instructional decisions, and SEL practices are inconsistent across the school, and believe that this is related to low levels of student attainment on mandated assessments. |
| Root Cause 2 | There is no clear instructional focus/vision across our school because we have inconsistent approaches to implement and to develop instructional practices, and outlets for all stakeholders to inform instructional decisions. |
| Area of Critical Need 3 | We need curriculum that is considerate of students and community needs, curriculum that is culturally sustaining to embrace students culture, language, heritage and connect to the real world beyond literal application but rather being more holistic towards humanity. The same school wide curriculum across all grade levels, from K-8. It helps DL teachers to master one curriculum across the board therefore we are able to scaffold for the students. |
| Root Cause 3 | Too many competing priorities; our community has unique needs . Assumption that families supply resources at home. Capitalism, racism; major urban city; complexities of a ward leadership |
| Area of Critical Need 4 | There is inconsistency of implementation of practice schoolwide, and Teacher-student relationships need to be improved. |
| Root Cause 4 | Inconsistency of follow-through and communication among teachers, admin and students. Protocols, processes and roles are not clearly defined which leads to confusion about expectations. This can negatively impact student-teacher relational trust. |

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 |
|--|---|---|-----------------------|-----------------------|
| SQRP: National School Attainment Percentile - Reading (Grades 3-8) Because we have been making steady growth in attainment, and have exceeded our goals for growth. | Overall | | 31.00 | 36.00 |
| | | | | |
| SQRP: National School Attainment Percentile - Math (Grades 3-8) Because we have been making steady growth in attainment, and have exceeded our goals for growth. | Overall | | 28.00 | 33.00 |
| | | | | |
| (Blank) | | | | |
| (Blank) | | | | |
| (Blank) | | | | |

Required metrics (Elementary) (100% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| My Voice, My School 5 Essentials Survey 2020-2021: Organized Collaborative Practices: Strong Effective Leaders: Strong Supportive Environment: Neutral 2021-2022: Well Organized Collaborative Practices: Very Strong Effective Leaders: Very Strong Supportive Environment: Neutral | | | | 4.00 | 5.00 |

Custom metrics (100% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| TRC (grades K-2) percent reading at or above proficiency Our students' proficiency in reading in the primary grades needs to be increased. | 40.00 | 32.00 | | 50.00 | 55.00 |

Strategies

Strategy 1

| | |
|--------------------|---|
| If we do... | If we develop a more consistent and cohesive plan for shared leadership, |
| Then we see... | then teachers will have more opportunities to develop safe practices for collaboration, and common teaching strategies and approaches can be developed and shared across the school |
| which leads to... | which leads to our 5Essentials rating to move from Neutral to Very Strong in the areas aligned to Leadership, Curriculum, and Relational Trust as well as Attainment in TRC: 55% or above, NWEA Reading: 36th %ile or above and Math 33rd %ile or above. |
| Budget Description | |
| Tags | |
| Action steps | <ul style="list-style-type: none"> (Completed) Create time for weekly collaboration for teachers and staff Tags:Teacher Leader Development & Innovation: Teacher Teams (Completed) Teacher mentor program Tags:Teacher Leader Development & Innovation: Distributed Leadership (Completed) Develop Common SEL practices Tags:CBE: SEL Integration, OSEL: SEL Instruction |

Strategy 2

| | |
|-------------|--|
| If we do... | If we create an instructional focus/vision across our school that supports staff professional development, |
|-------------|--|

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|--------------------|---|
| Then we see... | then we will have consistent approaches to instruction along with outlets for all stakeholders to inform instructional decisions, |
| which leads to... | which will lead to increased student engagement and academic achievement/attainment. |
| Budget Description | |
| Tags | |
| Action steps | <ul style="list-style-type: none"> • (Completed) Instructional planning Tags:Instruction • (Not started) SPS instruction Tags:Instruction • (Completed) Coverage for learning walks Tags:Instruction • (Not started) MTSS committee Tags:MTSS • (On-Track) Stakeholder feedback tool Tags:Instruction, Family & Community Engagement |

Strategy 3

| | |
|--------------------|---|
| If we do... | If we develop a clear set of criteria for evaluating curricula and adopt a robust process for its systematic review that includes input from teachers, students and families, |
| Then we see... | then faculty leaders, classroom teachers, and families will have a better understanding and knowledge of what students are learning and how to provide effective supports, |
| which leads to... | which leads to greater equity of access to curricular resources and our 5Essentials ratings moving from Neutral to Very Strong in the area of Effective Leaders, including the related components of Program Coherence, Teacher Influence, and Teacher-Principal Trust. |
| Budget Description | |
| Tags | Curriculum, MTSS: Curriculum & Instruction, Science: Curriculum, Math: Curriculum |

| | |
|--------------|--|
| Action steps | <ul style="list-style-type: none"> • (On-Track) PROCESS: Identify current curricula and then develop or adopt a robust set of criteria for its systematic and cyclical evaluation: Renew, Revise, or Replace Tags:Curriculum • (Not started) PROCESS: Develop a calendar and begin the first curriculum evaluation cycle with each identified stakeholder group (e.g., teachers, students, parents) Tags:Assessment: Curriculum Equity Initiative • (Completed) PRODUCT: Place orders for selected curricular resources and materials before the beginning of the school year Tags:Curriculum • (On-Track) PROCESS: Review discretionary allocations for upcoming school year and adopt criteria for expenditures Tags:Equity: Resource Equity • (Not started) PRODUCT: Discretionary allocations, Hamline \$250 Tags:Equity: Resource Equity • (Not started) PROCESS: In an effort to provide effective supports, the various leadership committees come together and work collaboratively to provide input on curriculum (e.g., PPLC, ILT, other) Tags:Leadership for Continuous Improvement |
|--------------|--|

Strategy 4

| | |
|--------------------|---|
| If we do... | If we construct and implement consistent protocols and practices with clear role distinctions amongst all students, teachers, parents and administration, |
| Then we see... | then it will lead to clear communication and relational trust amongst these stakeholders |
| which leads to... | which will create a nurturing, positive learning culture in which all students voices are heard. |
| Budget Description | |
| Tags | Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment |

| | |
|---------------------|---|
| <p>Action steps</p> | <ul style="list-style-type: none"> • (Completed) PROCESS: Create a Relational Trust Committee that will track relational trust throughout the year Tags:Relational Trust • (Cancelled) PRODUCT: Purchase and provide Responsive Classroom book for teachers Tags:OSEL: SEL Instruction • (On-Track) PROCESS: Provide professional development for teachers on implementing a Tier 1 restorative classroom approach for Pre-K to 8th grade teachers; teachers that have already completed this can engage in trauma workshop, restorative practice (Tier 2 or 3) approaches Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment • (Completed) PRODUCT: Incorporate SEL (e.g., Second Step and Morning Meeting) into the master schedule Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment • (Not started) PROCESS: Engage parents (PAC, LSC, BAC, Hamline community) in Responsive Classroom workshops for elementary and middle school Tags:Family & Community Engagement, OSEL: Supportive School Environment • (Not started) PROCESS: Include a student voice committee where students can voice their thinking and implement opportunities Tags:Student Voice, Engagement, and Civic Life • (Not started) PROCESS: Restorative Practice Coordinator who will work with students in each building to provide behavioral support Tags:Supportive and Equitable Approaches to Discipline • (Completed) PRODUCT: Purchase HAWKS Way posters and materials to support culture and climate in both buildings. Buy supplies for student store (pencils, erasers, notebooks) and computer lounge (middle school) for students to use their tokens as an incentive to demonstrate positive behavior Tags:OSEL: Supportive School Environment • (On-Track) Training: Building Relational Trust Among Staff Tags: |
|---------------------|---|

- | | |
|--|---|
| | <ul style="list-style-type: none">• (On-Track) Training: The Impact of Trauma |
|--|---|

Tags:

Action Plan

Strategy 1

Completed Nov 20, 2020

Create time for weekly collaboration for teachers and staff

May 11, 2020 to Jun 14, 2021 - admin, GLEs

Completed Jul 22, 2020

Teacher mentor program

Aug 31, 2020 to Jun 13, 2021 - teacher-leaders

Completed Nov 20, 2020

Develop Common SEL practices

Feb 08, 2021 to Sep 03, 2021 - RJ coordinators, GLEs

Strategy 2

Completed Nov 20, 2020

Instructional planning

Aug 24, 2020 to Jun 14, 2021 - GLEs, admin

Not started Nov 20, 2020

SPS instruction

Sep 07, 2020 to Jun 14, 2021 - teachers, admin

Completed Nov 20, 2020

Coverage for learning walks

Sep 07, 2020 to Jun 14, 2021 - teachers, admin

Not started Nov 20, 2020

MTSS committee

Nov 09, 2020 to Jun 30, 2021 - ILT

On-Track Nov 20, 2020

Stakeholder feedback tool

Aug 24, 2020 to Jun 14, 2021 - teachers, family/parents, admin

Strategy 3

On-Track Jul 22, 2020

PROCESS: Identify current curricula and then develop or adopt a robust set of criteria for its systematic and cyclical evaluation: Renew, Revise, or Replace

May 01, 2020 to Jun 30, 2020 - Admin, ILT, PPLC

Not started Nov 20, 2020

PROCESS: Develop a calendar and begin the first curriculum evaluation cycle with each identified stakeholder group (e.g., teachers, students, parents)

Sep 01, 2020 to Dec 31, 2020 - Admin, ILT, PPLC, parents, students

Completed Jul 22, 2020

PRODUCT: Place orders for selected curricular resources and materials before the beginning of the school year

May 01, 2020 to May 31, 2020 - Admin, ILT, PPLC

On-Track Nov 20, 2020

PROCESS: Review discretionary allocations for upcoming school year and adopt criteria for expenditures

May 01, 2020 to May 31, 2020 - Admin, ILT, PPLC

Not started Nov 20, 2020

PRODUCT: Discretionary allocations, Hamline \$250

Jun 01, 2020 to Jun 30, 2020 - Admin, ILT, PPLC

Not started Nov 20, 2020

PROCESS: In an effort to provide effective supports, the various leadership committees come together and work collaboratively to provide input on curriculum (e.g., PPLC, ILT, other)

Sep 01, 2020 to Sep 30, 2020 - Admin, ILT, PPLC

Strategy 4

Completed Jul 22, 2020

PROCESS: Create a Relational Trust Committee that will track relational trust throughout the year

Jun 01, 2020 to Jun 30, 2020 - Members of committee

Cancelled Nov 20, 2020

PRODUCT: Purchase and provide Responsive Classroom book for teachers

Jun 01, 2020 to Jun 30, 2020 - Admin, RTC

On-Track Jul 22, 2020

PROCESS: Provide professional development for teachers on implementing a Tier 1 restorative classroom approach for Pre-K to 8th grade teachers; teachers that have already completed this can engage in trauma workshop, restorative practice (Tier 2 or 3) approaches

Jul 21, 2020 to Jul 24, 2020 - Admin, teachers

Completed Jul 22, 2020

PRODUCT: Incorporate SEL (e.g., Second Step and Morning Meeting) into the master schedule

May 01, 2020 to Jul 31, 2020 - Admin

Not started Nov 20, 2020

PROCESS: Engage parents (PAC, LSC, BAC, Hamline community) in Responsive Classroom workshops for elementary and middle school

Sep 01, 2020 to Oct 31, 2020 - Admin, RTC

Not started Nov 20, 2020

PROCESS: Include a student voice committee where students can voice their thinking and implement opportunities

Nov 09, 2020 to Jun 30, 2022 - Admin, teachers, students

Not started Nov 20, 2020

PROCESS: Restorative Practice Coordinator who will work with students in each building to provide behavioral support

Nov 09, 2020 to Jun 30, 2022 - Admin, RJC

Completed Nov 20, 2020

PRODUCT: Purchase HAWKS Way posters and materials to support culture and climate in both buildings. Buy supplies for student store (pencils, erasers, notebooks) and computer lounge (middle school) for students to use their tokens as an incentive to demonstrate positive behavior

May 01, 2020 to Jun 30, 2020 - Admin, RTC, parents

On-Track Nov 20, 2020

Training: Building Relational Trust Among Staff

Nov 09, 2020 to Jun 30, 2021 - Mentors, ILT

On-Track Nov 20, 2020

Training: The Impact of Trauma

Nov 09, 2020 to Jun 30, 2021 - Counselors, Case Manager

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.

States content and achievement standards are aligned to the Common Core. The school uses streamlined assessments, such as TRC, NWEA, and IAR, to measure baseline levels of academic achievement in reading and math. Similarly, the school uses the My Voice, My School annual survey and Foundations interim surveys to assess the state of school organization and culture. Each of these assessments is conducted on a regular and cyclical basis to inform and adjust strategies for school improvement.

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

Hamline has adopted and is implementing a variety of reform strategies in order to advance student academic achievement. These include, but are not limited to: adopting rigorous and standards-aligned curriculum across all grade levels, implementing workshop models for reading and writing, providing instructional coaches to support continuous faculty growth and development, ensuring time for faculty collaboration and professional learning, placing teachers in assignments that support students' development of language proficiency, and implementation of a mentoring and retention model to support new and novice teachers. Moreover, faculty and teacher-leaders regularly use assessment and progress monitoring data to inform, adjust, and personalize instruction and student goal-setting.

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.

Hamline has adopted and is implementing a variety of reforms that use research-based strategies to advance our curriculum and instruction. These include, but are not limited to: adopting rigorous and standards-aligned curriculum across all grade levels, implementing workshop models for reading and writing, providing instructional coaches to support continuous faculty growth and development, ensuring time for faculty collaboration and professional learning, placing teachers in assignments that support students' development of language proficiency, and implementation of a mentoring and retention model to support new and novice teachers. Moreover, students are provided opportunities for advanced and supplemental instruction via Algebra, intervention and academic enrichment, and outside of school academic and co-curricular activities. Faculty and teacher-leaders regularly use assessment and progress monitoring data to better understand the needs of historically underserved populations.

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).

Hamline has adopted and is implementing a variety of reforms that use research-based strategies to advance our curriculum and instruction. These include, but are not limited to: adopting rigorous and standards-aligned curriculum across all grade levels, implementing workshop models for reading and writing, providing instructional coaches to support continuous faculty growth and development, ensuring time for faculty collaboration and professional learning, placing teachers in assignments that support students' development of language proficiency, and implementation of a mentoring and retention model to support new and novice teachers. Moreover, students who are particularly at risk or who are low achieving are provided diagnostic assessments in order to better understand and inform differentiated and personalized instruction. Time is then specifically set aside during the school day to address the unique needs of these targeted populations. With regard to social and emotional supports, in addition to partnering with the Pilsen Wellness Center, our school has adopted the Success Bound curriculum for college and career awareness and preparation and partners with the Youth Guidance BAM and Catholic Charities programs to mentor middle school students.

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

Hamline participates in the Opportunity Schools and Empowered Schools cohorts, which provide targeted and ongoing professional learning and support in the areas of hiring, faculty mentoring, coaching, and retention. Supports include access to quarterly professional learning with The New Teacher Project, access

to a high-quality, highly-qualified teacher talent pool, opportunities to visit exemplary schools across the country.

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.

Hamline faculty and staff participate in ongoing, research-based professional learning, including, but not limited to: workshops related to specific curriculum or academic programs, professional learning communities that serve to advance the workshop model for reading and writing, safety care training to help support and protect students and staff, webinars regarding student safety, wellness, and the rights of vulnerable populations, and weekly teacher-led collaboration based on problems of practice that are aligned with both school and District priorities.

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

Hamline has developed a strategic plan for parent engagement. See the Parent and Family Plan section of the CIWP.

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.

Hamline offers the Kickoff to Kindergarten summer program for students matriculating from pre-kindergarten to kindergarten.

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

Teachers are integral partners in the development of our school improvement plans, including the adoption of academic assessments. An annual Assessment Plan is updated and then voted on each spring by the entire Hamline faculty.

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

Students are provided opportunities for supplemental instruction, academic intervention, and outside of school academic and co-curricular activities. These include, but are not limited to: MTSS period, after school instruction, Saturday Academic, and Summer Academy. Faculty and teacher-leaders regularly use assessment and progress monitoring data to better understand the needs of historically underserved populations. Interventions are documented in the Aspen student information system. Furthermore, students who are particularly at risk or who are low achieving are provided diagnostic assessments in order to better understand and inform differentiated and personalized instruction. These assessments include DIBELS, TRC, and NWEA Map Skills among others. Intermediate and middle grade students who are non-readers, or students with identified reading disabilities, are provided support via the Wilson Reading System.

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.

The school principal, with support from administrative and teacher-leaders, coordinates the integration of all student services and programs, including violence prevention programs, nutrition education, housing supports, early childhood education, adult education, vocational and technical education, and job training. Specific supports include, but are not limited to: the Parent Mentor Program, Youth Guidance BAM, the Pilsen Wellness Center, Catholic Charities, the Power of One anti-bullying program, PAC and BAC parent workshops, and the Mikva Challenge youth leadership program. Hamline is also committed to hiring and training parents and community members.

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.

We will work with parents to periodically assess implementation of parent programs, school-wide goals and expectations as well as fund compliance with budgeting for Title I funds (during PAC meetings). We will hold meetings on a monthly basis for parents to receive this information along with feedback sessions. Parents are also surveyed for their input at My School My Voice. Parents are also surveyed for their input at monthly PAC meetings to inform the content of future meetings.

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

We will hold an annual and organizational meeting on the final Friday in September to discuss the right of participation at the school level and programming provided. There will be monthly meetings held to offer education courses for social emotional support at home; health education; literacy and the child; and attendance initiatives. Further, there will be literacy, math and science nights which will occur in the first semester of the school year. We will offer an Open House in Quarter 1 to set the expectations for the year. Information is shared with the parents through our newsletter and robo calling system. The PAC chairperson and assigned designee encourage involvement while also keeping a list of those in attendance for meetings.

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.

We will respond to suggestions after review from the monthly meetings and address concerns according to priority, alignment to our theories of action, and parental and community engagement. There will be no more than a 48 hours turn-around to respond to questions, concerns or suggestions. We encourage parents to also be actively involved in the decision process.

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 will receive information on state assessments at all points in the year (contingent on school assessment plan) for TRC and NWEA. Parents will receive state assessment scores in the fall. Parents will also receive information in the fall report card pick up and through teacher correspondence and counselor meetings

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.

Under ESSA, Chicago Public Schools is required to: (1) inform parents annually in a language they understand that they have the right to request information about the qualifications of their children's teachers and their assistants; (2) inform parents if their child is taught a core academic subject for 20 or more consecutive days by a teacher who does not meet the Highly Qualified standards as established in ESSA; and (3) upon request, provide parents a letter describing the credentials of teachers and their assistants who instruct their children in any subject. In order to fulfill these obligations, the Certification Compliance Team will conduct its annual review of teacher and paraprofessional credentials within the context of their teaching assignments to determine their adequacy against ESSA standards. As a result of this process, teachers and paraprofessionals will receive one of the following ESSA status: (1) HQ=Highly Qualified; (2) NHO=Not Highly Qualified; (3) NC=Non Core Subject Assignment/Teacher; (4) NP=No Program (5) NR=Not Rated (because teacher did not meet the 20-consecutive-day condition. The Certification Compliance Team will: (1) compile and analyze data on teacher and paraprofessionals credentials and their teaching assignments between the 1st and 31st of October and complete this by November; (2) generate various reports describing and/or summarizing the ESSA statuses of teachers and paraprofessionals by November; (3) produce and distribute notification letters to teachers and paraprofessionals informing them of their ESSA status and if NHQ, their right to appeal; (4) conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between November and December; (5) produce and distribute final NHQ-status letters to the appropriate parents beginning January; (6) generate close of

audit reports describing and/or summarizing the final outcomes of the audit by January; (7) produce final ESSA list.

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.

This will be accomplished through the monthly PAC meetings as well as planned parent workshops held at Hamline throughout the school year. Teachers will also meet with parents to discuss goals set with students. The counselor also holds targeted sessions for students transitioning to high school and middle school. School will have monthly coffee with the counselor and coffee with the principal to learn more about SEL and other initiatives at the school. Hamline will begin a teacher PLC focused on literacy assessment in fall 2020, in which a plan will be developed to include all stakeholders (family/community) in the literacy assessment process at Hamline.

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.

This will be accomplished through the monthly PAC meetings as well as planned parent workshops held at Hamline Elementary throughout the school year. Parent workshops will integrate technology literacy and usage (through the use of our parent computer lab) as well as workshops based in core content areas. We will also begin a family writing workshop beginning in the 2020-2021 school year.

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.

Staff at Hamline Elementary will receive professional development during grade level meetings, during designated professional development days, and via the school newsletter regarding the value and utility of contributions by parents. Staff will receive professional development on how to reach out, communicate, and work with parents as equal partners in the education of their children and in how to implement parent programs and build ties with parents. Staff will contribute to workshops dedicated to parental involvement and increased support of students. The counselor also works with external partners in educating parents on how to be better involved with school. PLCs will be created for staff focused on ways to partner with families in literacy practices and school-wide initiatives (like a family writing workshop).

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.

To the greatest extent possible, we will coordinate and integrate parent programs and activities in the Hamline Elementary pre-kindergarten (Pre-K) program as well as family programs and activities for the parents of students in grades K-8. Pre-K will also integrate family nights and teachers will create a Pre-K-8 family writing workshop. External partnerships help to foster this involvement to the greatest extent possible.

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

All information related to the school and parent programs, meetings and other activities will be sent to parents in English and Spanish--the primary languages of the families that attend Hamline Elementary. We will also strive to ensure that students whose families speak a home language other than English or Spanish receive communication in their home language to the greatest extent possible.

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.)

We are committed to providing all students with the tools for academic achievement and to ensure high school, college, and career readiness. The following priorities will be our focus: Cultivating a safe, orderly, and positive school environment; Ensuring rigorous classroom instruction that is aligned to the Common Core State Standards; Conduct a thorough review of our standards-based curriculum at each grade level; Implement a strategic and actionable framework for Multi-Tiered Systems of Support (MTSS); Engage faculty and staff in relevant and meaningful professional learning.

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.

We will have Parent-Teacher Conferences and Report Card Pick Up during the months of November and April. Additionally, teachers will meet with parents during Open House to express goals for the year.

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

We will provide parents with frequent reports on their children's progress during the following weeks of the school year: 5th Week, 15th Week, 25th Week, and 35th Week. Classroom newsletters (e.g., Class Dojo, hard-copy, email, etc.) will also be a priority for informing parents on student's progress. Information sessions with the counselor will also act as a form of communication for those expectations.

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

Parents will have access to the Hamline Elementary faculty and staff during Parent-Teacher conferences for Report Card Pickup days and during the school year on Monday through Friday by appointment during non-instructional time.

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.

Hamline Elementary parents will have opportunities to volunteer and participate in their children's classes through consultation with classroom teachers and administration as necessary, and after applying through the CPSParentU.org website. Parents are welcome to chaperon during field trips.

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

Hamline Elementary parents will support their children's learning by: Having high expectations for their child; Making sure their child goes to school every day and on time; Making sure their child's homework is completed and returned to the teacher; Communicating with their child's teacher regularly; Volunteering in their child's classroom; Volunteering in their child's school; Volunteering to help with school programs; Monitoring what their child watches on television; Participating in school workshops for parents; Working with other parents on volunteer projects such as assemblies and fund-raising; Participating as appropriate, in decisions relating to their child's education; Promoting positive use of their child's extracurricular time.

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

Hamline Elementary parents will consult with the school by: Attending the PAC annual meeting for information of the schools participation in the Title I program, to explain the Title I requirements and the right of parents to be involved in the Title I program; Attending the monthly PAC meetings; If they have children in the bilingual program, attending the monthly BAC meetings; Attending any other parent meetings during the school year (e.g. coffee with the principal, coffee with the counselor, etc.); Staying informed about their child's education by promptly reading all notices from the school and/or the Chicago Public Schools either received by their child or by mail and responding, as appropriate, in a timely manner; Communicating with the school and/or with the Chicago Public Schools by responding to the aforementioned notices, as appropriate, in a timely manner; Serving to the greatest extent possible, on policy advisory groups or advisory groups (e.g., being part of a curriculum committee, etc.).

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).

Hamline Elementary students will assure academic achievement by: Coming to school every day and on time; Participate in attendance incentives; Being prepared to complete assigned class work, projects and

homework; Asking for help when needed; Reading at least 20 minutes every day outside of school time; Giving parents/guardians all notices and information received from school everyday; Meeting all classroom and school requirements; Participating in setting instructional goals with the classroom teacher and self. Students will also adhere to school-wide expectations and classroom rules.

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.

PAC will focus on social and emotional well-being, responding to trauma, digital literacy, writing workshops, and building community.

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. | \$250.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$250.00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$0.00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$0.00 |
| 54205 | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$0.00 |

| | | |
|-------|--|----------|
| 54565 | <p>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.</p> | \$250.00 |
| 53510 | <p>Postage Must be used for parent and family engagement programs only.</p> | \$0.00 |
| 53306 | <p>Software Must be educational and for parent use only.</p> | \$0.00 |
| 55005 | <p>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.</p> | \$0.00 |