Carter G Woodson South Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020		Self Assessment

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 2 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 4 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**:
- 3 - Structure for Continuous Improvement
    - o 2 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 3 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 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)
    - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum

- o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- o 2 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 2 Curriculum connects to real world, authentic application of learning
- o 3 Curriculum is aligned to expectations of the standards
- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 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
- o **Evidence**:
- 2 - 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 2 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 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 3 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 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
  - 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 1 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 3 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**:
- 3 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
- 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)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 3 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 3 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 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - 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**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 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**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community

- o 2 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 2 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 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 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**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 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**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 2 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	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Quality and Character of School Life: Physical and Emotional Safety	**0**
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**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	Effective instructional delivery during GRR
Root Cause 1	Percentage of teachers rated basic in domain 3 in Reach
Area of Critical Need 2	Professional development for teacher leadership amongst teacher teams

Root Cause 2	Lack of vertical planning time for grade band teachers
Area of Critical Need 3	Fidelity of implementation of researched based SEL programs
Root Cause 3	Professional development is needed for all teachers for the SEL programs in the building.
Area of Critical Need 4	Ensure physical, emotional, social, and intellectual safety of students and staff
Root Cause 4	Common concerns in parent/teacher conferences and Student Logger entries

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 G2-8 (Math) I chose this metrics in alignment with the CPS 5 year vision goals. In the Fall of 2019 Matrix showed that 38.1% of students reached attainment. Our goal for EOY '22 is 57.61%	African American Male		50.00	57.61
	African American			
Vision: NWEA Attainment G2-8 (Reading) I chose this metrics in alignment with the CPS 5 year vision goals. In the Fall of 2019 Matrix showed that 50.2% of students reached attainment. Our goal for EOY '22 is 60.2%	African American		55.20	60.20
Vision: NWEA Growth G3-8 (Math) I chose this metrics in alignment with the CPS 5 year vision goals. In the Fall of 2019 Matrix showed that 48.7% of students reached their growth Our goal for EOY '22 is 65.12% per 5 year vision goal	African American		43.10	48.10
Vision: NWEA Growth G3-8 (Reading) I chose this metrics in alignment with the CPS 5 year vision goals. In the Fall of 2019 Matrix showed that 52.9% reached their growth goals. Our goal for EOY '22 is 65.41% per 5 year vision goal	African American		55.20	60.20

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Attendance Rate I chose this metrics in alignment with the CPS 5 year vision goals. In the Fall of 2019 Matrix showed that our attendance rate was 91.55%. Our goal is 95% per the CPS Vision goals	Students with IEPs		40.90	45.90

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 2018-2019 Organized 2019-2020 Well Organized				5.00	5.00

Custom metrics (0% complete)

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

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Strategies

Strategy 1

If we do...	a targeted focus on effective tier 1 instruction that clearly and effectively uses GRR, assessment data, and student work product to drive our decision-making about curriculum alignment, grouping, approaches to instructional delivery, teacher practice, and focus on SY 21 CPS Instructional Priority #2
Then we see...	grade level teams working with admin and instructional coaches to plan effective mini lessons, analyze student work, and weekly assessment data. We will see teachers grouping students with students' strengths and needs in mind; administration and ILT members supporting teachers with peer observations via instructional walk throughs and more time for reflection and teacher collaboration...
which leads to...	a common understanding and delivery of effective tier 1 instruction. Teachers and support staff will support student?s abilities and opportunities for growth; differentiated student groups based on their strengths; coherent curriculum goals and expectations; stronger professional learning community; shared teacher practice and collective ownership of

	student achievement. We will see a culture focus on success for all students that embodies Woodson's core values of STARS for academic learning. Students will aim for a minimum of 80% proficiency for all standards taught. For the students that do not meet the academic goal their will be tier 2 interventions to ensure academic success. The reading goal for students in K-2 by EOY 2021 is obtain 60% of primary students in the proficient and advanced categories. By EOY 2022 the goal is for 70% of primary students to obtain proficiency and above in mClass/ NWEA. For students in grades 3-8 the goal is for 99% of ELA students to meet their growth goals and 60% to meet their attainment goals in 2022. For students in grades 3-8 for math the goal for EOY 2022 75% of students will reach their growth goals and 50% will obtain attainment.
Budget Description	Extended Day PD Buckets Supplies Substitutes for PD Professional Development Consultants Materials (instrutional and software) Textbooks Conferences and associated expenses
Tags	Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Authentic Learning, Math: Rigorous Tasks, Math: Student Discourse
Action steps	• (Not started) The ILT will use summer planning to review and set the scope and sequence standards for the grade bands. The members of the ILT will use the standards of the grade to develop sample lessons as well as critical attributes to ensure that tier 1 instruction is high quality and that tasks are rigorous and pushing the students thinking. Tags:Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) The Woodson Administration and ILT members will monitor the N9 pacing guides via weekly check ins during Thursday grade level meetings, progress monitoring schedule via the annual assessment calendar, and review interim assessment student achievement data at ILT meetings and with grade level colleagues. Teacher teams will create action plans from interim data on how to improve tier 1 instruction Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps • (Not started) The Woodson administration, ILT, and instructional coaches will create a monthly internal walk through schedule to monitor and give effective feedback to GRR tier 1 instruction. Tags:Instruction • (Not started) Monthly after school professional development will be implemented to continue the professional learning for teachers on effective GRR implementation Tags:Literacy: Shift 4-21st Century Professional Learning

Strategy 2

If we do...	Provide teachers with professional development on selecting appropriate tasks and assessments using the Webb's Depth of Knowledge question stems and rubric across content areas. Provide teachers with professional development in breaking down the standards to help them create assignments, formative and summative assessments, Use Measuring Up Live benchmark assessment every 5 weeks to guide differentiated instruction to meet the needs of students. This will help teachers identify the skills that students need to master. This will help teachers identify student defects and areas that need work. Teachers can revisit lesson planning and ensure that it is aligned to the scope and sequence and selection of standards and objectives.
Then we see...	increased ability of teachers using higher order thinking questions, and creating rigorous tasks and assessments for students. We will see the use of more differentiated instruction, higher expectations in classrooms, promoting students to challenge their thinking promoting a growth mindset. Teachers inputing grades in Aspen that reflect network scope and sequence, standards and objectives. Student ownership and accountability with agency, identity and authority taking ownership of their learning.
which leads to...	100% teacher implementation of (DOK) questions to promote critical thinking skills, use of the network pacing guide and standards to create tasks, assignments, quizzes and assessments that leads to gradual NWEA growth from BOY to EOY by at least four points. 70% of (3-8) students meeting EOY targets for NWEA math and reading. 70% of students in (K-2) will meet EOY targets DIBELS.
Budget Description	Professional Development Provider, Assessment Programs-(Measuring Up Live, RazKids, Pearson, Study Island etc..), After School Enrichment Programs/Vendor.
Tags	Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation
Action steps	• (Not started) Analyze NWEA /DIBELS data to identify critical focus areas. Once this areas of work are identified, use the learning continuum and DOK questions and pacing guide to plan assessment that address the skill/standard. Implement bi-weekly assessment checks for mastery on Measuring Up Live. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading • (Not started) Provide professional development for teachers on effective use of DOK question stems, aligning standards to assessment, unpacking standards to reach ELL/ DL students and differentiate instruction. Continue to check Aspen for grade progress. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth

	• (Not started) Teachers will bring evidence of student assessment to grade level meetings with percentages of students that have exceeded, met or are below the standard that was being assessed. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth

Strategy 3

If we do...	as the MTSS team to develop and implement a system of Tier II and Tier III interventions in math: and continue the work in reading, as well as increase the quality of Tier I instruction whereas implementing intervention strategies and progress monitoring those students at-risk while also utilizing a progress monitoring system to screen and measure the depth of learnings to effectively determine instructional effectiveness and subsequent learning
Then we see...	students receiving small group, research-based interventions in a specific area of deficit in math and reading, teachers progress monitoring students in their specific area of deficit, the MTSS team meeting to review progress monitoring data to design plans responsive to student need, as well as differentiated and rigorous Tier I instruction in all content areas we will obtain data to inform planning for instruction (tier 1) and /or academic support (tier 2/3)students making gains in fundamental skills necessary for students to achieve at higher levels with grade-level curriculum and objectives
which leads to...	students receiving appropriate academic supports, more globally supported through high quality, differentiated Tier I instruction thereby leading to increases in overall student achievement data that can be utilized to inform teachers and students instructional decisions thereby students will meet their academic goals by at least 75% and more students meeting or excee.ding state standards
Budget Description	Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) Strengthen our existing MTSS team by adding more members and establishing regular meeting times/team roles Tags:MTSS • (Not started) MTSS team will use a common protocol to analyze student data (Tiers I, II, III) and to determine next steps and complexity of task Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, Personalized Learning: Progression Based on Mastery • (Not started) Identify skills needed and strategies for implementing the Tier I,II, III interventions and Develop progress monitoring (PM)calendar. Create a school-

wide, yearlong PM calendar for reading and math utilizing the identified progress monitoring platform

Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Personalized Learning: Progression Based on Mastery

- (Not started) Acquire tools to progress monitor in math that area aligned to the areas in math found within the CCSS and design a progress monitoring plan for MTSS Team and Classroom Teachers

  Tags:MTSS: Progress Monitoring, Personalized Learning: Progression Based on Mastery

- (Not started) Establish Tier 2 & 3 supports and create a schedule that includes the location, time, and staff members that will implement each system

  Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation

- (Not started) CHAMPS expectations explicitly taught for the first 2 weeks of the school year and after school breaks. Every staff member will enforce and model champs throughout the school year

  Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Students will analyze their data and set academic goals. Students will document their progress against a set of defined criteria

  Tags:Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery

- (Not started) Develop interim assessment calendar. Create a school-wide, year-long assessment schedule for math and reading utilizing the identified common assessments platform

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation

- (Not started) Identify a screening, diagnostic, and progress monitoring assessment tool to correctly identify specific gaps and monitor improvement for Tier 1,2,3 for all learners (Gen Ed, DL, ELL's, etc.)

  Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

Strategy 4

If we do...	as the MTSS team creates a shared vision and understanding of the restorative discipline approach and designs a school-wide SEL team, system and structure that targets the behavior and social-emotional needs of all students, that aligns to the vision and mission of the school while also increasing the implementation of Second Step with fidelity, as well as the use of Restorative Practices and partnerships with outside organizations
Then we see...	students engaging in various levels of support through the SEL structure, students taking ownership of their actions, improved relationships between students, teachers, and parents and students independently and peacefully solving problems, showing empathy, and teachers using restorative practices (peace circles and classroom conversations) within the classroom and within shared areas of the school.
which leads to...	which leads to an overall improvement in the culture and climate of the school where students feel safe to learn and take risks, thereby leading to increases in student academic achievement and self-confidence; as well as a 10% decrease in discipline referrals and misconducts reports as measured by 1. Pre and Post student surveys 2. Student bullying surveys, 3. Student ?rights and responsibilities? surveys and 4. Student logger entries.
Budget Description	Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks
Tags	Family & Community Engagement, MTSS: Problem Solving Process, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Safety & Security
Action steps	(Not started) Cultivate a SEL Team that will develop expertise in SEL and strategies that support the social and emotional growth of all students, staff, and parents; communicate information related to school-wide SEL to all stake holders; and engaging and partnering with the school community to fully implement school-wide Tags:Family & Community Engagement, OSEL: Supportive School Environment (Not started) Teachers will participate in district level training's focused on Second Step and Restorative Practices Tags:OSEL: SEL Instruction, Teacher Leader Development & Innovation: Teacher Teams (Not started) SEL Team, teachers and staff will use data sources and a monitoring/tracker tool to collect and progress monitor the consistency and effectiveness of systems and programs. The SEL Team will review quarterly and make suggestions and adjustment. Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment (Not started) Create a school wide incentive plan that includes rewards, field trips, and various activities which aligns with SEL Criteria and Leader In Me Expectations

	Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Ensure that the Behavioral Health Team continues to monitor fidelity of implementation and student learning in response to Second Step instruction - In turn, the BHT will design responses to their data analysis Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Implement .Learning Walks around classrooms to look for evidence of SEL and restorative practices. During one grade level meeting per quarter, teachers will meet to share how they are using Restorative Practices in their classrooms, explore new resources and identify Character traits to highlight each month. Teachers will also create Unit Plans each quarter to reflect SEL standards and participate in an end of year Second Step Showcase. Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Safety & Security

Action Plan

Strategy 1

The ILT will use summer planning to review and set the scope and sequence standards for the grade bands. The members of the ILT will use the standards of the grade to develop sample lessons as well as critical attributes to ensure that tier 1 instruction is high quality and that tasks are rigorous and pushing the students thinking.

Jul 01, 2020 to Jun 17, 2022 - Admin & ILT

The Woodson Administration and ILT members will monitor the N9 pacing guides via weekly check ins during Thursday grade level meetings, progress monitoring schedule via the annual assessment calendar, and review interim assessment student achievement data at ILT meetings and with grade level colleagues. Teacher teams will create action plans from interim data on how to improve tier 1 instruction

Jul 01, 2020 to Jun 17, 2022 - Admin & ILT

The Woodson administration, ILT, and instructional coaches will create a monthly internal walk through schedule to monitor and give effective feedback to GRR tier 1 instruction.

Jul 01, 2020 to Jun 17, 2022 - Admin & ILT

Monthly after school professional development will be implemented to continue the professional learning for teachers on effective GRR implementation

Sep 08, 2020 to Jun 17, 2022 - Woodson administration & Instructional Consultants

Strategy 2

Analyze NWEA /DIBELS data to identify critical focus areas. Once this areas of work are identified, use the learning continuum and DOK questions and pacing guide to plan assessment that address the skill/standard. Implement bi-weekly assessment checks for mastery on Measuring Up Live.

Nov 02, 2020 to Jun 17, 2022 - Principal, ILT Members, Teachers

Provide professional development for teachers on effective use of DOK question stems, aligning standards to assessment, unpacking standards to reach ELL/ DL students and differentiate instruction. Continue to check Aspen for grade progress.

Aug 31, 2020 to Jun 17, 2022 - Principal, Teachers

Teachers will bring evidence of student assessment to grade level meetings with percentages of students that have exceeded, met or are below the standard that was being assessed.

Sep 28, 2020 to Jun 17, 2022 - Administration, Teachers

Strategy 3

Strengthen our existing MTSS team by adding more members and establishing regular meeting times/team roles

Aug 31, 2020 to Sep 08, 2020 - Admin Team

MTSS team will use a common protocol to analyze student data (Tiers I, II, III) and to determine next steps and complexity of task

Sep 08, 2020 to Jun 17, 2022 - Admin Team, MTSS Team

Identify skills needed and strategies for implementing the Tier I,II, III interventions and Develop progress monitoring (PM)calendar. Create a school-wide, yearlong PM calendar for reading and math utilizing the identified progress monitoring platform

Sep 21, 2020 to Jun 17, 2022 - Admin Team, MTSS Team

Acquire tools to progress monitor in math that area aligned to the areas in math found within the CCSS and design a progress monitoring plan for MTSS Team and Classroom Teachers

Aug 31, 2020 to Jun 17, 2022 - Admin Team, MTSS Team, Teachers

Establish Tier 2 & 3 supports and create a schedule that includes the location, time, and staff members that will implement each system

Sep 07, 2020 to Jun 17, 2022 - MTSS Team, Teachers

CHAMPS expectations explicitly taught for the first 2 weeks of the school year and after school breaks. Every staff member will enforce and model champs throughout the school year

Aug 24, 2020 to Jun 17, 2022 - Classroom Teachers

Students will analyze their data and set academic goals. Students will document their progress against a set of defined criteria

Jul 16, 2021 to Jun 17, 2022 - Classroom Teachers, Students

Develop interim assessment calendar. Create a school-wide, year-long assessment schedule for math and reading utilizing the identified common assessments platform

- MTSS Team, Teachers

Identify a screening, diagnostic, and progress monitoring assessment tool to correctly identify specific gaps and monitor improvement for Tier 1,2,3 for all learners (Gen Ed, DL, ELL's, etc.)

- Admin Team, MTSS team, Classroom Teachers

Strategy 4

Cultivate a SEL Team that will develop expertise in SEL and strategies that support the social and emotional growth of all students, staff, and parents; communicate information related to school-wide SEL to all stake holders; and engaging and partnering with the school community to fully implement school-wide

Aug 31, 2020 to Sep 08, 2020 - Admin,SEL Team, Classroom Teachers

Teachers will participate in district level training's focused on Second Step and Restorative Practices

Aug 31, 2020 to Oct 23, 2020 - SEL Team, Classroom Teachers

SEL Team, teachers and staff will use data sources and a monitoring/tracker tool to collect and progress monitor the consistency and effectiveness of systems and programs. The SEL Team will review quarterly and make suggestions and adjustment.

Sep 28, 2020 to Jun 17, 2022 - SEL Team, Classroom Teachers

Create a school wide incentive plan that includes rewards, field trips, and various activities which aligns with SEL Criteria and Leader In Me Expectations

Sep 01, 2020 to Sep 16, 2020 - SEL Team, Classroom Teachers

Ensure that the Behavioral Health Team continues to monitor fidelity of implementation and student learning in response to Second Step instruction - In turn, the BHT will design responses to their data analysis

Sep 08, 2020 to Jun 17, 2022 - SEL Team, BHT, Classroom Teachers

Implement .Learning Walks around classrooms to look for evidence of SEL and restorative practices. During one grade level meeting per quarter, teachers will meet to share how they are using Restorative Practices in their classrooms, explore new resources and identify Character

traits to highlight each month. Teachers will also create Unit Plans each quarter to reflect SEL standards and participate in an end of year Second Step Showcase.

Oct 09, 2020 to Jun 17, 2022 - Admin, SEL Team, BHT, Classroom Teachers

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.

Woodson will conduct an annual state of the school deep dive the will assess the current academic achievement of all learners for ELA, Math, and Science as it relates to NWEA. These data findings will be presented to the greater school community during the annual state of the school address.

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

In response the EOY data, the ILT and teacher teams will establish Tier II and Tier III strategies to meet all learners needs via our MTSS model for academic achievement.

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.

Teachers will participate in data driven professional development that focuses on the deficits of the NWEA data. Instructional strategies from Marzano will guide the coaching and training from the Woodson professional development and one on one coaching. A coaching and PD schedule will be provided for all teachers. Monthly walk throughs with research based protocols will take place to give feedback to teachers on how increase student engagement and learning time.

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).

In alignment with our Tier II and Tier III strategies in MTSS, teachers will take a systematic approach in providing the outlined interventions for low achieving and at risk students

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

The strategy that the school uses to attract high quality, highly qualified teachers is create relationship with the Talent Office to communicate potential vacancies early to attract candidates. The use of teachers in the interview process to share about the school from a teachers perspective.

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.

Staff will participate in data driven professional development that focuses on the deficits of the NWEA data. Instructional strategies from Marzano will guide the coaching and training from the Woodson professional development and one on one coaching. A coaching and PD schedule will be provided for all teachers. Monthly walk throughs with research based protocols will take place to give feedback to teachers on how increase student engagement and learning time. Paraprofessionals will participate in PD from ODLSS on how to best support DL students learning needs. Administrative staff will continue to monthly IAA classes. Parents will have yearly trainings through the PAC professional developments.

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

Parent Involvement will be increased through parent surveys to assess the wants and needs of the parent community. Parents will participate in family nights twice a year focused on literacy. Parents will receive resources and trainings on ELA standards and strategies.

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.

All pre school students will be provided with free step up to kindergarten summer school. This will allow students a chance to transition to the main building and practice the literacy and numeracy skills that will be needed to be successful for 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.

The ILT will annually evaluate the current assessments that the school is implementing. The ILT will review the current assessments and allow teachers to vote on which assessments should be in place for the next school year.

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.

In alignment with our Tier II and Tier III strategies in MTSS, teachers will take a systematic approach in providing the outlined interventions and activities for low achieving and at risk students

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.

Though parent surveys and in partnership with local community partners all programs will be in alignment with federal, state, and local agencies to adopt programs that support NCLB,violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

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.

The school will send out a survey during report card pickup and host two meetings per school year to allow parents to voice their concerns (regarding
academics, the vision and mission of the school, extracurricular activities, course offerings, and corporate as well as civic partnerships).

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school

will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school should entice parents with refreshments and a gift card and in the evenings child care also. September 17th is the projected date for the Title I
Annual Meeting and the Title I PAC Organizational Meeting.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school will have monthly "meet with Principal conversations" at the conclusion of each PAC meeting. The school website will have a PAC tab as to where parents can raise suggestions for PAC leadership to guide their work. The principal's email address will also be listed on t he school website for immediate parent feedback.

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 this State data information along with BOY interim assessment data with parent guidance at the first progress report distribution
This will be sent home in chart form.

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.

A letter will be sent home.to all families to inform them of their child's teacher's status.

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

The principal will conduct an annual state of the school address to inform parents of 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. A meeting with the child's teacher during report card pick up will tailor this information for the individual parent and student.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The school will host a quarterly content night (i.e., Humanities and Stem) These family nights will be beneficial for families to have resources to support student learning and provide a grade band

presentation on the previous skills taught and preview of the upcoming skills as it relates to the pacing guide.

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.

This will be executed via teacher professional development days through out the academic school year. Each PD agenda will introduce a strategy on how to 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. Quarterly parent surveys will used as the data point to guide and refocus our work.

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.

The Pre-K parent liaison in orchestra with the principal will develop a yearly calendar of parent engagement workshops that further encourage and support parents and families in more fully participating in their children's education. Parent surveys will be administered to assess the needs of the parents in alignment with the guidance workshops from the Office Of Early Learning.

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.

Information will be provided to families through a monthly newsletter letter sent home in the same format throughout the year. This letter will also be posted on the website. Robo-calls will also go out for certain events at the same time.

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)

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School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The school will align all of their curriculum with instructional materials that are research based. All students at Woodson Elementary School will receive individualized instruction that is data driven to ensure that students will become; critical reflective thinkers. Student will use technology across the curriculum. Through our rigorous instruction we will develop students who have pride in self, are self disciplined and take responsibility for their learning. Our students will be exposed to a variety of learning opportunities to ensure their ability to be competitive in a global society.

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.

The parent-teacher conferences shall be held at report card pickup dates. Those dates are 11/18/20 and 4/21/21. Tier II and Tier III parent conferences will be scheduled and as needed if a child is failing or has missing assignments throughout 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.

Each student will have an ELA and Math data folder. Students will chart the results of their weekly grade level assessment in their folder. Students that have scored below the 80%ile will have to get a parent signature/ acknowledgment on their school generated communication. Tier II recommendations will be provided to parents on how the student can improve their score.

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

Before and after-school access of staff to parents will be facilitated via phone, email, or in person through parent conferences meant to assure the success
of each student.

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.

Woodson will allow parents to volunteer via the district's volunteer/ background check process and volunteer guidance . Approved parents may schedule appointments with teachers on how and when they my volunteer. Parents may also volunteer with the Parent Mentor program and support students in small groups through a predetermined weekly schedule.

access every day that class is in session. Parents will be able to volunteer after going through the processes established with
CPS. Parents will be encouraged to shadow their children to advance the vision and mission of the school.

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

The parent portal and mid period progress reports will help to support parents' ability to track and monitor the progress of their student. Parents will also use school software programs such as Study Island, RAZ Kids, and Blue Streak to monitor their child's work completion through parent reports

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

Parents will consult with the school and participate in decisions relating to the education of their children at monthly PAC and LSC meetings.

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

Students will assure their academic achievement by tracking their progress on student portal, the posted data walls, and individual data folders in ELA and
math. In addition, through Class Dojo students will track their points for the core values of STARS (Scholarship, Teamwork, Accountability, and Respect) As determined from the BHT, students that achieve a certain level of points per grade band will participate in monthly incentives.

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.

Increase Student Achievement through parental involvement.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

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.	$500.00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$376.00
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)	$600.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$300.00
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