

# John Charles Haines Elementary School 2020-2022 plan summary

## A- CIWP

### Strategies

#### Strategy 1

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| If we do...  | If we engage students in learning and foster student ownership through personalized learning  |
| Then we see...   | student-centered instruction through collaborative group opportunities, learning centers, small group instruction, and project-based learning experiences   |
| which leads to...  | higher student engagement and achievement for all students. For SY 20-21: 64% of students will meet/exceed national growth norms - AA growth: 50% in reading and 20% in math - EL growth: 76% in reading and 56% in math  |
| Resources Needed (Notes from CIWP development phase to inform budget, talent, and schedules) | 332 -Professional Development Consultants/vendors, Supplies, Equipment 115 -Professional Development Consultants/vendors, Substitute teacher (PD, programming, etc.), Ext. Day - Buckets, Supplies, Equipment   |
| Tags   | Instruction, Personalized Learning: Tailored Learning/Differentiation   |
| Action steps   | <ul style="list-style-type: none"> <li>(Postponed) Seven teachers will engage in the second cohort of LEAP's personalized learning for 18 months; In addition, Cohort 6 teachers will serve as thought partners for Cohort 7 and other staff members</li> </ul> <p>Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will create surveys to better understand individual students</li> </ul> <p>Tags:Curriculum, Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will use NWEA data to create learning progression</li> </ul> |

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|  | <p>Tags:Curriculum, Assessment: Checkpoint Student Assessment System, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) The administration will continue to support, analyze, and expand Personalized Learning throughout the school</li> </ul> <p>Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> |
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**Strategy 2**

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| If we do...  | implement well-designed multi-tiered systems of support  |
| Then we see...   | students receiving timely, research-based interventions based on current data  |
| which leads to...  | academic and social-emotional growth in students who are in need of tier 2 and tier 3 supports; the school to maintain Established Certification, and a decrease in the average numbers of students who fall in the Far From On Track and Off Track range from 9.4% in the 2019-2020 SY to 5% by 2022.   |
| Resources Needed (Notes from CIWP development phase to inform budget, talent, and schedules) | 115- Supplies, Equipment, Materials (instr. and software), Professional Development Consultants/vendors  |
| Tags   | MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation  |
| Action steps   | <ul style="list-style-type: none"> <li>(On-Track) teachers consistently reviewing individual student data to inform student groupings, corrective instruction, and guide future instruction</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>(Not started) Complete an outline of the Haines MTSS Plan/Process</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>(Not started) families being made aware of the MTSS process and how to best support their student and the school</li> </ul> <p>Tags:MTSS: Family and Community Engagement</p> |

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|  | <ul style="list-style-type: none"> <li>(Not started) create a menu of research-based interventions; utilize a menu of interventions, and progress monitoring</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(On-Track) review On Track Data every five weeks to monitor the progress of students who are not On Track and assign interventions accordingly</li> </ul> <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> |
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**Strategy 3**

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| If we do...  | explicitly teach and positively reinforce our Shared Agreements through a multi-tiered approach and utilize the Incident Referral Process school-wide and reinforce the Way of the Wildcat  |
| Then we see...   | an increase in the social-emotional learning competencies in all students and staff exhibiting Self-Awareness Self-Management Social-Awareness Relationship Skills Responsible Decision Making A decrease in student incidents of   |
| which leads to...  | -Improved school culture and climate resulting in fewer incident referrals - students feel like they are a part of the Haines Family -strengthened communication and relationships between teachers and parents -a higher rating in 5E in teacher Influence, collective responsibility, supportive environment, student-teacher trust -decrease of 2% with suspension referrals -decrease of incidents reported in ASPEN by 5% with a targeted decrease of altercations by 20%                                    |
| Resources Needed (Notes from CIWP development phase to inform budget, talent, and schedules) | 115-Supplies, Materials (instr. and software), Professional Development Consultants/vendors   |
| Tags   | Physical and Emotional Safety, MTSS: Curriculum & Instruction   |
| Action steps   | <ul style="list-style-type: none"> <li>(On-Track) Continue Student Council and Student Voice Committee</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> <li>(Not started) Integrate Calm Classroom with fidelity</li> </ul> <p>Tags:Relational Trust, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) Create a menu of interventions across multiple tiers of support in response to behavioral incidents</li> </ul> |

## Action Plan

### Strategy 1

Postponed Mar 08, 2021

Seven teachers will engage in the second cohort of LEAP's personalized learning for 18 months; In addition, Cohort 6 teachers will serve as thought partners for Cohort 7 and other staff members

Feb 03, 2020 to Jun 13, 2021 - -Cohort 7 teachers -Admin -Cohort 6 teachers

Teachers will create surveys to better understand individual students

Sep 28, 2020 to Jun 04, 2021 - -Homeroom teachers -Students

Teachers will use NWEA data to create learning progression

Jul 19, 2020 to May 26, 2021 - -Homeroom teachers

The administration will continue to support, analyze, and expand Personalized Learning throughout the school

Jul 01, 2020 to Jun 18, 2021 - -Admin -Cohort 6 and 7 teachers

### Strategy 2

On-Track Mar 08, 2021

teachers consistently reviewing individual student data to inform student groupings, corrective instruction, and guide future instruction

Sep 21, 2020 to Jun 18, 2021 - -Homeroom teachers -ILT

Complete an outline of the Haines MTSS Plan/Process

Aug 01, 2020 to Jan 01, 2021 - -homeroom teachers -MTSS team

families being made aware of the MTSS process and how to best support their student and the school

Nov 11, 2020 to May 26, 2021 - -MTSS team -Admin team

create a menu of research-based interventions; utilize a menu of interventions, and progress monitoring

Aug 30, 2020 to May 31, 2021 - -homeroom teachers -MTSS team -LBS1 teachers -Admin team

On-Track Mar 08, 2021

review On Track Data every five weeks to monitor the progress of students who are not On Track and assign interventions accordingly

Sep 01, 2020 to Jul 17, 2021 - -Homeroom Teachers -MTSS Team

### **Strategy 3**

On-Track Mar 08, 2021

Continue Student Council and Student Voice Committee

Oct 01, 2020 to Jun 18, 2021 - -Teachers- Sicora, Sumita, Savage, Talley, Tang -Middle School students -Admin

Integrate Calm Classroom with fidelity

Sep 08, 2020 to Jun 18, 2021 - -Homeroom teachers -Admin team

Create a menu of interventions across multiple tiers of support in response to behavioral incidents

Sep 08, 2020 to Jun 18, 2021 - -MTSS team -Homeroom teachers -Assistant Principal

## **Fund Compliance**

### **ESSA Program**

[X]

ESSA Schoolwide Program

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

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

## ESSA Schoolwide Program

**A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards. particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school.**

Haines will Identify data gaps by reviewing SQRP metrics (ACCESS, Attendance, etc)  
Haines' Instructional Leadership Team and Grade Level Teams will review and analyze data through a data driven instruction cycle.  
Teachers will then review and evaluate instructional practices throughout the year.

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

Haines will provide the following throughout the school year-  
MTSS interventions for academic and behavior  
Algebra class  
Technology 1:1 device in 95% classrooms  
Counseling/Mentoring  
Student Council  
Student Voice Committee  
Small class size  
Weekly Grade Level Meetings to review data

**Schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

Haines uses a variety of data from CPS to make educational decisions for each student's academic success (SQRP data metrics, Star 360, Skyline, Checkpoint, DIBELS/TRC, MCLASS Math, IAR, etc).

**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, school-based mental health programs, counseling, pupil services, college career awareness, secondary school students? access to coursework to earn postsecondary while still in high school (such as Advanced Placement, International Baccalaureate, early college high schools, dual or concurrent enrollment ).**

Balanced Literacy- SuperKids is used in K-1 reading programs, Grades 2-8 Novel Studies.  
Mathematical Knowledge- Envision Math is used in Grades K-6, Grades 7-8 - Connected Math  
Kahn Academy is used to supplement classroom instruction.  
Haines has several EdTech tools for all students: Lexia, Dreambox, Brainpop to use as well.

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

CPS uses Taleo to recruit teachers. Haines will review resumes and call candidates in for an interview. Haines has a hiring committee that consists of administration, teachers, non-teaching staff and if applicable, parents at interviews. Haines will also provide first year teachers mentor ship. Haines has encouraged paraprofessionals to complete their degree so they can become HQ teachers within CPS.

**High-quality and ongoing professional development for teachers, principals, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects.**

Haines provides summer PD for all staff in the beginning of the year. Different teams provide opportunities for all staff members to receive training in the following: - Instructional practices, HR, Title IX, MTSS, Discipline, etc.

Teachers to encourage to attend professional developments through the year on content areas specific to teacher's assignment through CPS, Network 6 or other conferences (NCTM, ESSA, IMEA, etc)

**Implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); Multi-Tier System Of Supports.**

Haines will continue to provide monthly PAC meetings and quarterly BAC meetings.

We want to encourage more parents and teacher's collaboration in the classroom with parents chaperoning trips doing hands-on experiments with class, read-aloud in small groups.

Project Vision Parent Mentoring Program.

Continue to provide family nights and Principal Chat.

**Plans for assisting preschool children in the transition from early childhood programs to the local elementary program. \*\*Not applicable to middle or high school buildings.**

Haines continues to work with CPS in OECE. They have a relationship with DFSS Department of Family and Support Services to provide services for students who are under the ages of 5.

Haines PreK students who matriculate into Kindergarten have a Shadow Day where they spend the day in Kdg.

Haines School has a variety of early childhood program providers in the community- (Busy Bee, Ivy Garden, Chinese American Service League, Smart Learning, etc) where students matriculate into our programs.

Haines School provides the following:

Meet The Teacher Night- September, virtual Open Houses throughout the year. Haines holds workshops on various topics throughout the year. Haines' Kindergarten teachers host a Parent Orientation and Supplies Drop-off in August. Any questions can be answered at Meet the Teacher Night in September.

**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.**

CPS institutes a PPLC to provide teachers an opportunity to lead the discussion on curriculum and instruction. This committee shares their findings during GLM as well as during LSC meetings.

Teachers review data during the school year which has different metrics. Teachers are also provided with REACH PD in the beginning of the year.

Teachers will use Star 360, Checkpoint, Skyline as well as teacher- created assessment to inform instructional decisions, assign grades, and report student progress to families during progress reports and report cards.

**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.**

Haines will provide support within the school day as well as refer parents to outside agencies (Sylvan, Selected Prep programs, Kumon, etc). Teachers will continue to communicate with parents.

**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.**

SBB, SA, and Title I funds are used to support: teacher salary, instructional supplies and materials, (digital and non-digital) and professional development.

## ESSA Targeted Assistance Program

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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 parent and family engagement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental engagement in governance. It envisions parents as informed and empowered decision makers in their children's education.

# C- Parent Involvement and Schoolwide Programs

## 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.**

Haines School has an active Parent Advisory Council. Monthly meetings are held monthly between September and May of the school year. At the beginning of the year, parents review the all of the policies as well as the budget.

Quarterly surveys are given to the parents to seek out activities/topics they are interested in student academic learning, SEL, and other school activities. Virtual PAC Meetings will be held for parents to participate.

**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 hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly 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**

Both Title 1 Annual and Title 1 Organizational Meetings are held mid-September/early October of the school year. Parents meet with the principal and pertinent information is disseminated for the annual meeting, such as the school's CIWP, Parent Involvement and Title 1 policies, guidelines and the budget. During the organizational meeting, parents are nominated and voted on for the roles of PAC President, Vice President, Secretary, and an outreach coordinator for the year. Parents and the principal then set dates for the year to hold meetings. Meeting topics must be centered around student academic learning (specific content areas), SEL- and home/school partnership.

**At the request of parents, 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.**

Haines has monthly LSC and PAC meetings, quarterly BAC meetings, and ongoing meetings with parents, when deemed.

Surveys are provided monthly at PAC meetings and reviewed for next steps. Haines host a Kindergarten Orientation for new parents as well as a new parent orientation for new students enrolled for the upcoming year.

Parents are encouraged to go on to Parent Portal to review grades; parent/teacher conferences are mandatory at least two times a year.

Both oral and written communication is translated in two languages, Chinese and English and is posted on the school's website.

We will continue Principal Chat to solicit additional 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.**

Haines School provides results from the state assessment at the beginning of the year; due to COVID- we do not have any state assessments results.

**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.**

Haines parents have the right to know the qualifications of their child's teachers, therefore the school, along with CPS will notify parents through written notices informing parents when teachers are not "highly qualified".

**Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A;**

**how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.**

Parents have access to ASPEN where they can see and monitor student's grades. Progress reports are given out at the 5th, 15th, 25th, and 35th week of school and report cards are given out at the 10th, 20th, 30th and 40th week of school. Parent/teacher conferences are held twice a year and on-going informal meetings with teachers are available when requested.

**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.**

Haines provides monthly PAC meetings which provides parent workshops on content specific areas to assist parents. Haines also provides Family Night by content throughout the school year. All teachers provide monthly newsletters, along with the school's monthly Haines Herald in both languages, Chinese and English. Teachers post on various platforms, such as SeeSaw, Google Classroom, and other social media platforms. We will use School CNXT this 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.**

We encourage parents to volunteer in classrooms via chaperones, assisting in the classroom, recess, lunchroom monitors, etc. Haines teachers are encouraged to collaborate with parents as equal partners in students' education via parent portal, emails, telephone conferences and quarterly parent-teacher conferences. Monthly newsletters from homeroom teachers are distributed to parents and are on the school's website. Parents are encouraged to attend monthly Parent Advisory Council and Local School Council meetings as well as quarterly Bilingual Advisory Council meetings.

**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.**

There is a Kindergarten Family Orientation held for families in August. Teachers provide a PowerPoint for parents and a small packet of readiness skills for individual students. PreK students who matriculate into the Haines Kindergarten program receive a shadow day. Students visit a kindergarten classroom in the Spring. There is also a PreK Family Orientation the first week of school.

**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.**

Haines provides a calendar of events at the beginning of the year stating when meetings are held. Monthly calendars and reminders are passed out in both languages, Chinese and English; robocalls through Blackboard. All information is posted on the school's website.

## Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

<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>

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

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

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

NA

## D- 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.)**

Haines will sustain a literacy, math and science rich curriculum focused on effective, research-based instruction in each classroom. Students are utilizing a variety of EdTech tools to help with high quality instruction. Haines students are provided with additional learning opportunities with a Tinker Lab, Music and Art during the day and other after school programming.

**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.**

CPS has two Parent/Teacher Conferences scheduled in November and April for the 1st and 3rd marking periods. Parents are encouraged to come to the school between the hours of 11:45 AM-6:00 PM. On going communication is encouraged at Haines weekly, bi-weekly, monthly based on student progress. Teachers email parents via Google Classroom or school's email, informal and formal conversations with parents.

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

Haines provides various reports to students throughout the year. DIBELS/MCLASS math reports are given to parents along with either progress reports or report cards, based on the timing of the assessment (BOY, MOY and EOY). This year, we will share STAR 360 results. Grades in ASPEN is an immediate report on how a child is doing in a class; we encourage parents to sign up for Parent Portal. We provide PD's during Open House and one of the PAC meetings. Progress Reports go out every 5th, 15th, 25th and 35th week of school, along with Report Cards at 10th, 20th, 30th, and 40th week. All reports from CPS is sent out in their native language.

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

Haines staff is available to meet with parents before/after school and during their preparation periods if a meeting is scheduled. If a parent is in need of translation, one will be provided. Teachers also regularly communicate through their monthly newsletter or web page. Additionally, teachers make and return telephone calls and send and respond to notes sent home.

**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.**

Haines parent were asked to volunteer through a different parent program in Chinatown for the last two years (CBCAC and Project Vision). We encourage parents to sign up to be volunteers via CPS so that they can chaperone field trips, help with classroom activities, and recess/lunch monitors. With the new policy of Level I and Level II status, we have had fewer volunteers these last two years. We still encourage all parents to sign up.

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

Haines parents are encouraged to the following, but not limited to: make sure students arrive to school on time; check agenda/homework notebook; make sure homework is completed for ALL students; monitor the amount spent on technology devices outside of completing homework; participate in school workshops for parents during PAC and BAC meetings; participate in Family Nights throughout the year; participate in after school programming (CPD, organizations around Chicago, etc.)

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

Haines parents are encouraged to attend monthly LSC meetings to speak during the Public Comments section. Parents are also encouraged to attend PAC ad BAC meetings throughout the year and complete surveys from the school as well as CPS. Haines will continue to have quarterly Principal's Chat to glean pertinent information.

**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).**

Haines students will maintain their high rate of attendance daily. Haines students will continue the Way of the Wildcat- Shared Agreements (Be Respectful, Be Responsible and Be A Team Player) There are designated areas where the posters are placed(hallway, classroom, lunchroom, playground, etc.) Students are highlighted for Perfect Attendance, Honor and Effort Roll, Principal Scholars, and Star of the Week. Students and classrooms are featured on social media, school's website and school's monitor on the 1st floor.

## **Parent Budget (Complete)**

**Goals: Indicate goals, timeline of activities, resource material distribution and/or 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.**

Monthly PAC meetings during the school year will help with the following: student achievement, student behavior and the culture/society we live in. The school will provide the following: workshops that will help guide their children academically from Pk-8th grade; utilize community-based organizations to help with student's well-being; connect student and family connection to student achievement.

## B- Parent & Family Engagement Budget Plan

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

Account(s)

Description

Allocation

|                 |   |           |
|-----------------|---|-----------|
| 51130,<br>52130 | <b>Teacher Presenter/ESP Extended Day</b><br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.  | \$0.00    |
| 53405           | <b>Supplies</b><br>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.   | \$1500.00 |
| 53205           | <b>Refreshments</b><br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.   | \$500.00  |
| 54125           | <b>Consultants</b><br>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). Services may not be rendered until a PO has been generated.  | \$1500.00 |
| 54505           | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only.  | \$60.00   |
| 54205           | <b>Travel</b><br>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           | <b>Reimbursements</b><br>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, original, unaltered and itemized. School must keep all receipts. | \$0.00    |

|              |   |        |
|--------------|---|--------|
| <b>53510</b> | <b>Postage</b><br>Must be used for parent and family engagement programs only.  | \$0.00 |
| <b>53306</b> | <b>Software</b><br>Must be educational and for parent use only.   | \$0.00 |
| <b>55005</b> | <b>Furniture and Equipment</b><br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents. | \$0.00 |

# CIWP & Budget crosswalk

## Strategy 1

|  |  |
|--|--|
| If we do...  | If we engage students in learning and foster student ownership through personalized learning   |
| Then we see...   | student-centered instruction through collaborative group opportunities, learning centers, small group instruction, and project-based learning experiences  |
| which leads to...  | higher student engagement and achievement for all students. For SY 20-21: 64% of students will meet/exceed national growth norms - AA growth: 50% in reading and 20% in math - EL growth: 76% in reading and 56% in math   |
| Resources Needed (Notes from CIWP development phase to inform budget, talent, and schedules) | 332 -Professional Development Consultants/vendors, Supplies, Equipment 115 -Professional Development Consultants/vendors, Substitute teacher (PD, programming, etc.), Ext. Day - Buckets, Supplies, Equipment  |
| Funding Sources  | Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact). <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> Local (115)</li> <li>• <input checked="" type="checkbox"/> Title I (332), II (353), III (356), Perkins (369), IDEA (220)</li> <li>• <input type="checkbox"/> IL-Empower (367)</li> <li>• <input type="checkbox"/> Other grants, including foundation grants and Fund 124</li> <li>• <input type="checkbox"/> No cost</li> </ul> |
| Budget Categories  | Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy) <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> Teacher position</li> <li>• <input checked="" type="checkbox"/> ESP Position</li> <li>• <input checked="" type="checkbox"/> Substitute teacher (PD programming, etc)</li> </ul>   |

|                        |   |
|------------------------|---|
|                        | <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> Ext. Day - Buckets</li> <li>• <input checked="" type="checkbox"/> Supplies</li> <li>• <input type="checkbox"/> Equipment</li> <li>• <input type="checkbox"/> Materials</li> <li>• <input type="checkbox"/> Textbooks</li> <li>• <input type="checkbox"/> Professional Development Consultants/vendors</li> <li>• <input type="checkbox"/> Conferences and associated expenses</li> <li>• <input type="checkbox"/> Other</li> </ul> |
| Achieving the strategy | The supplies will help support reading instruction during the day. The substitutes are provided for teachers to attend Reading PD to help support the high quality instruction.   |

**Strategy 2**

|  |  |
|--|--|
| If we do...  | implement well-designed multi-tiered systems of support  |
| Then we see...   | students receiving timely, research-based interventions based on current data  |
| which leads to...  | academic and social-emotional growth in students who are in need of tier 2 and tier 3 supports; the school to maintain Established Certification, and a decrease in the average numbers of students who fall in the Far From On Track and Off Track range from 9.4% in the 2019-2020 SY to 5% by 2022.   |
| Resources Needed (Notes from CIWP development phase to inform budget, talent, and schedules) | 115- Supplies, Equipment, Materials (instr. and software), Professional Development Consultants/vendors  |
| Funding Sources  | <p>Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).</p> <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> Local (115)</li> <li>• <input type="checkbox"/> Title I (332), II (353), III (356), Perkins (369), IDEA (220)</li> <li>• <input type="checkbox"/> IL-Empower (367)</li> <li>• <input type="checkbox"/> Other grants, including foundation grants and Fund 124</li> <li>• <input type="checkbox"/> No cost</li> </ul> |
| Budget Categories  | <p>Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Teacher position</li> <li>• <input type="checkbox"/> ESP Position</li> <li>• <input type="checkbox"/> Substitute teacher (PD programming, etc)</li> <li>• <input checked="" type="checkbox"/> Ext. Day - Buckets</li> <li>• <input type="checkbox"/> Supplies</li> </ul>      |

|                        |   |
|------------------------|---|
|                        | <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Equipment</li> <li>• <input type="checkbox"/> Materials</li> <li>• <input type="checkbox"/> Textbooks</li> <li>• <input type="checkbox"/> Professional Development Consultants/vendors</li> <li>• <input type="checkbox"/> Conferences and associated expenses</li> <li>• <input type="checkbox"/> Other</li> </ul> |
| Achieving the strategy | Using teacher leaders and the ILT members to plan over the summer in imperative. Teacher teams will create a menu of interventions based on student data.   |

**Strategy 3**

|  |   |
|--|---|
| If we do...  | explicitly teach and positively reinforce our Shared Agreements through a multi-tiered approach and utilize the Incident Referral Process school-wide and reinforce the Way of the Wildcat  |
| Then we see...   | an increase in the social-emotional learning competencies in all students and staff exhibiting Self-Awareness Self-Management Social-Awareness Relationship Skills Responsible Decision Making A decrease in student incidents of   |
| which leads to...  | -Improved school culture and climate resulting in fewer incident referrals - students feel like they are a part of the Haines Family -strengthened communication and relationships between teachers and parents -a higher rating in 5E in teacher Influence, collective responsibility, supportive environment, student-teacher trust -decrease of 2% with suspension referrals -decrease of incidents reported in ASPEN by 5% with a targeted decrease of altercations by 20%  |
| Resources Needed (Notes from CIWP development phase to inform budget, talent, and schedules) | 115-Supplies, Materials (instr. and software), Professional Development Consultants/vendors   |
| Funding Sources  | Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact). <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> Local (115)</li> <li>• <input type="checkbox"/> Title I (332), II (353), III (356), Perkins (369), IDEA (220)</li> <li>• <input type="checkbox"/> IL-Empower (367)</li> <li>• <input type="checkbox"/> Other grants, including foundation grants and Fund 124</li> <li>• <input type="checkbox"/> No cost</li> </ul> |

|                               |  |
|-------------------------------|--|
| <p>Budget Categories</p>      | <p>Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Teacher position</li> <li>• <input type="checkbox"/> ESP Position</li> <li>• <input type="checkbox"/> Substitute teacher (PD programming, etc)</li> <li>• <input checked="" type="checkbox"/> Ext. Day - Buckets</li> <li>• <input type="checkbox"/> Supplies</li> <li>• <input type="checkbox"/> Equipment</li> <li>• <input type="checkbox"/> Materials</li> <li>• <input type="checkbox"/> Textbooks</li> <li>• <input type="checkbox"/> Professional Development Consultants/vendors</li> <li>• <input type="checkbox"/> Conferences and associated expenses</li> <li>• <input type="checkbox"/> Other</li> </ul> |
| <p>Achieving the strategy</p> | <p>Providing additional support with a miscellaneous employee will help support teachers and students with SEL during the day.</p>   |

## Approval

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| <p><b>FY21 Approval Form:</b> Signed 2020-2022 CIWP/Budget Approval Forms FY21 should be uploaded by the budget approval deadline.</p> <p>File: <a href="#">2020-2022 CIWP - Haines.pdf</a><br/>         Uploaded on: Jun 11, 2020</p> |
| <p><b>FY22 Approval Form:</b> Signed 2021-2023 CIWP/Budget Approval Forms FY22 should be uploaded by the budget approval deadline.</p> <p>File: <a href="#">ciwp 22.pdf</a><br/>         Uploaded on: Jun 9, 2021</p>                  |