Amos Alonzo Stagg Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Lucy Redd	Teacher Leader	lhredd@cps.edu	Has access
Sonseriya Williams	SECA	swilliams278@cps.edu	Has access
Tiffany David	Teacher Leader	tdavid2@cps.edu	Has access
Alyssa Frollo	Primary Coach	arfrollo@cps.edu	Has access
Mariah Newsome	PL Champion	mnewsome1@cps.edu	Has access
Mary Caffero	Math Lead Teacher	mtcaffero@cps.edu	Has access
Jerrilyn Johnson	Counselor	jeelliott@cps.edu	Has access
Darius Weatherspoon	Interventionist	dweatherspo2@cps.edu	Has access
Felicia Gardner	LSC Representative	flgardner@cps.edu	Has access
Brenyatta Topps	Parent	brenyattatopps89@gmail.com	Has access
Carletta Johnson	Parent	msletta34@gmail.com	Has access
Ashley Jarrell	PL Pilot Lead	angilmore@cps.edu	Has access

Team Meetings

Date	Participants	Topic
12/09/2019	ALL	Complete CIWP Team Application Survey
02/11/2020	Mostly all	Framework Priorities
02/18/2020	Mostly all	Framework Priorities
04/13/2020	Mostly all	Root Cause Analysis & Theory of Action
04/14/2020	Mostly all	Root Cause Analysis & Theory of Action

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 4 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**:
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 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
  - 1 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - 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 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy

- - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence**:
- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 2 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)
  - 1 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)
  - 3 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)

- o 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)
  - o 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 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**:
- 2 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 1 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 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics

- o 2 Become informed voters and participants in the electoral process
- o 2 Engage in discussions about current and controversial issues
- o 2 Explore their identities and beliefs (REQUIRED: OSEL)
- o 2 Exercise student voice (REQUIRED: OSEL)
- o 2 Authentically interact with community and civic leaders
- o 2 Engage with their community
- o 2 Take informed action where they work together to propose and advocate for solutions
- o 1 Experience a schoolwide civics culture
- o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 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 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 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 4 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	5
3	Quality and Character of School Life: Physical and Emotional Safety	3
3	Quality and Character of School Life: Relational Trust	4
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	NWEA Attainment G2-8 (Math)
Root Cause 1	Teachers dependent on curriculum, unable to make smart modifications or augmentations
Area of Critical Need 2	NWEA Attainment G2-8 (Reading)
Root Cause 2	Teachers dependent on curriculum, unable to make smart modifications or augmentations
Area of Critical Need 3	SQRP% Students meeting/exceeding national avg. growth norms (Grades 3-8)
Root Cause 3	Students aren't familiar with their strengths and weakness
Area of Critical Need 4	Communicate with families proactively about students' achievement and activities and follow through on all restorative practices
Root Cause 4	Lack of consistent & single communication and follow-through

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 metric because we are 26.19% away from our 5 year goal	Overall		35.00	40.00
Vision: NWEA Attainment G2-8 (Reading) I chose this metric because we are 8.44% away from our 5 year goal. We believe this is low hanging fruit.	Overall		51.82	54.32
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) I chose this metric school doesn't have a clear system for MTSS.	Overall		60.00	65.00
Vision: NWEA Attainment G2 (Reading) (Blank)	Overall		40.00	50.00
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

---

Strategies

Strategy 1

If we do...	Conduct Learner and Family Goal Setting Conversations with students and regular communication with families, co-create Learner and Family Profiles with students and families to empower them with the knowledge of where their current understanding is and how it connects with their academic and personal goals, and give them tools to understand how to reach them. Use Flexible Menus and Learner Pathways to clearly see what students should know and be able to do, and the tools and steps to get there, and have Teacher PL Leaders support the development and implementation of tools, resources, and professional learning for teachers in the school to ensure all have adequate support throughout the year.
Then we see...	then we will see strategic targeted instruction rooted in personalization and increased parent engagement
which leads to...	shared ownership between teachers, students, and parents which will lead to an increase in grades 2-8 of the percent of students at or above national attainment and 49.3% to 54.32% in reading (5.02% increase), by the end of the 2021-2022 school year as measured by NWEA-MAP SQRP metrics.
Budget Description	Consultant and Coach; teacher development bucket; substitutes for extended clusters and/or peer observations; IPADs and tripods for recording
Tags	Instruction
Action steps	(Not started) Teachers study the vertical progression of the Common Core standards to understand the connections and between and among standard. Tags:Instruction

	(Not started) Teachers are planning standards based lessons using the Expeditionary Learning modules, other types of reading instruction/intervention to differentiate for whole group instruction (vertical progression) and small group instruction (LLI, guided reading, literature circles, volume reading). Tags:Instruction (Not started) Within Expeditionary Learning, evaluate standards-aligned, sequenced text-dependent questions (and responses) that best translate into text-based writing aligned to the module assessments; all driving toward the key understandings of the text. Tags:Instruction (Not started) Regularly scheduled clusters dedicated to planning, observations, and analysis of student work Tags:Instruction (Not started) Teacher peer observation of practice, coaching, and data conversations between teachers and students Tags:Instruction (Not started) PD on using the menus for enrichment and differentiation, goal setting conversation with students, and embedding SEL instruction into the daily routines Tags:Personalized Learning: Tailored Learning/Differentiation

Strategy 2

If we do...	Conduct Learner and Family Goal Setting Conversations with students and regular communication with families, co-create Learner and Family Profiles with students and families to empower them with the knowledge of where their current understanding is and how it connects with their academic and personal goals, and give them tools to understand how to reach them. Use Flexible Menus and Learner Pathways to clearly see what students should know and be able to do, and the tools and steps to get there, and have Teacher PL Leaders support the development and implementation of tools, resources, and professional learning for teachers in the school to ensure all have adequate support throughout the year.
Then we see...	then we will see strategic targeted instruction rooted in personalization and increased parent engagement
which leads to...	shared ownership between teachers, students, and parents which will lead to an increase in grades 2-8 of the percent of students at or above national attainment from 30.4% to 40.4% in math (10% increase) by the end of the 2021-2022 school year as measured by NWEA-MAP SQRP metrics.

Budget Description	
Tags	Math: Rigorous Tasks, Math: Curriculum
Action steps	(Not started) Study and understand how clusters connect to the major works of the grade, supporting, and additional standards within the grade level. Tags:Math: Curriculum (Not started) Use the coherence map to study and deeply understand coherence across grade levels by studying progressions of concepts within the major work. Tags:Math: Rigorous Tasks (Not started) Use knowledge of coherence to study Eureka Math modules to analyze and annotate connections across concepts articulating connections across Eureka models that provide conceptual understandings for students to build on models (tape diagram, number bonds, place value chart, etc.) Tags:Math: Curriculum (Not started) Use knowledge of coherence within and across grade-level standards including supporting and additional standards to differentiate and adapt whole group instruction, identifying appropriate scaffolds and extentions using the Eureka Math Curriculum. Tags:Math: Equitable Access (Not started) Teachers use the coherence map (wiring document) within/across grade-level standards including supporting & additional standards and MAP data to plan for small group instruction. Tags:Math: Rigorous Tasks (Not started) Teachers will consistently differentiate and scaffold whole group instruction using the coherence map (wiring documents) and MAP data adhering to the appropriate aspect of rigor of the standard. Tags:Math: Equitable Access (Not started) Teachers will consistently implement small group instruction aligned to CCSS of Eureka module by utilizing coherence map (wiring document) to understand standard coherence and connections. Tags:Math: Formative Assessment

Strategy 3

If we do...	Within the Skills curriculum, use strategic progress monitoring and data analysis to implement skills small groups and communicate with our parents regularly and consistently,
Then we see...	then we will see strategic targeted instruction rooted in personalization and increased parent engagement
which leads to...	An increase in parent involvement and a decrease in behavior incidents that will ultimately improve academic performance.shared ownership between teachers, students, and parents which will lead to an increase in 2nd grade ELA attainment from 30% to 45% by the end of the 2021-2022 school year as measured by NWEA-MAP SQRP metrics
Budget Description	
Tags	Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation
Action steps	• (Not started) Teachers will understand the progression of the Common Core Foundational Skills standards in order to determine an appropriate scope and sequence for Skills small group instruction. Tags:OECE: P-2 Balanced Literacy • (Not started) Teachers will be able to analyze Begininng of the Year data, Mid Year Data, and each End-of-Unit assessment data to determine which skills to teach students Tags:OECE: P-2 Balanced Literacy • (Not started) Teachers will create differentiated small group skills lesson plans using a variety of resources based on student need and determined through data analysis. Tags:OECE: P-2 Balanced Literacy, Personalized Learning: Tailored Learning/Differentiation • (Not started) Teachers will engage in a data cycle analysis process for each unit to ensure that small group instruction is tailored and adjusted to students' needs. Tags:Assessment: PreK-3 Assessment, Literacy: Shift 2-Leveraging Data to Close Gaps • (Not started) Teachers will create and utilize strategic progress monitoring tools for weekly small group skills instruction. Teachers will analyze data from weekly skills small groups to inform next instructional steps and make adjustments to group plans based on students' progress. Tags:MTSS: Progress Monitoring

	• (Not started) Teachers will consistently deliver and instruct on all components of a Skills small group lesson Leaders will utilize observation tool to calibrate on high-quality Skills small group instruction. Tags:MTSS: Progress Monitoring

Strategy 4

If we do...	If we co-create flexible menus with students and families, and use them as a learning plan to help learners meet short-term goals connected to their pathway, and ensure that it includes a variety of learning activities and opportunities based on needs, strengths, interests, and preferences of the learner
Then we see...	then we will see progress monitoring and response to intervention, efficient use of current resources, students being familiar with their strengths and weaknesses, and an increase in student and family ownership
which leads to...	an increase of 10.4% of students meeting/exceeding national average growth norms in grades 3-8 from 54.4% to 65% by the end of the 2021-2022 school year as measured by NWEA-Map SQRP metrics.
Budget Description	After school buckets for teachers for professional development, Teacher leaders and ESP leaders; interventionist for Primary
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process
Action steps	• (Not started) Administration recruits diverse Instructional and SEL core teams (content areas, counselors, etc) Tags:MTSS • (Not started) All School-based Teams clearly define their purpose, roles, and have a consistent meeting schedule Tags:MTSS: Fidelity of Implementation • (Not started) Instructional Staff provide culturally relevant, high quality, standards-aligned, differentiated Tier 1 instruction-Academic & SEL Tags:CBE: SEL Integration, MTSS: Curriculum & Instruction • (Not started) MTSS Team creates a clearly defined menu of Tier 2 and Tier 3 interventions - Academic & SEL Tags:OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions • (Not started) MTSS Team determines in-house Tiering Criteria

	Tags:OSEL: Tier 2 and 3 Interventions
	• (Not started) School defines internal criteria to identify students that may need interventions (data points)
	Tags:MTSS
	• (Not started) MTSS Team invites and relies on feedback from staff to determine Menu of Interventions (i.e.,learning pathways & talking circles) that are classroom-based and school-wide
	Tags:MTSS, Personalized Learning: Tailored Learning/Differentiation
	• (Not started) School-based Teams discuss and monitor individual students and interventions
	Tags:MTSS: Fidelity of Implementation
	• (Not started) MTSS Team and Administration identify key data points and data sharing and build structures conducive to PSP
	Tags:MTSS: Problem Solving Process
	• (Not started) MTSS Team facilitates training and regular practice with PSP (problem solving process)in all meetings
	Tags:MTSS: Problem Solving Process
	• (Not started) Administration provides data access to entire staff on key aspects of MTSS
	Tags:MTSS
	• (Not started) School-based Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs
	Tags:MTSS: Curriculum & Instruction
	• (Not started) MTSS Team communicates MTSS-related outcomes to all stakeholders (Teachers, Parents, After school partners)
	Tags:

Strategy 5

If we do...	implement family profiles as a representation of culture that serve to connect family community with school community, opportunities for displaying family passion projects

	which are an extension of learning in the classroom where parents and students work together to design a project to showcase to the community, and family goal setting conversations which will include parents input in the designing of learning for academics and restorative practices
Then we see...	increased knowledge and support for their children academically, socially, and emotionally
which leads to...	Teacher and parent trust rated as strong according the 5Essential survey data.
Budget Description	Materials Security bucket for events
Tags	Family & Community Engagement, MTSS: Family and Community Engagement
Action steps	(Not started) 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. Tags:MTSS: Family and Community Engagement (Not started) School-based Teams develops a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions Tags:MTSS: Family and Community Engagement (Not started) Administration and MTSS Team establish and continually evaluate community partnerships to support MTSS Implementation (i.e. providing Tier 2 or Tier 3 supports) Tags:MTSS: Family and Community Engagement (Not started) School-based Teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning Tags:Family & Community Engagement

Action Plan

Strategy 1

Teachers study the vertical progression of the Common Core standards to understand the connections and between and among standard.

Jul 01, 2020 to Sep 07, 2020 - Teachers; Coach

Teachers are planning standards based lessons using the Expeditionary Learning modules, other types of reading instruction/intervention to differentiate for whole group instruction (vertical progression) and small group instruction (LLI, guided reading, literature circles, volume reading).

Jul 30, 2020 to Apr 30, 2021 - Teachers and Coach

Within Expeditionary Learning, evaluate standards-aligned, sequenced text-dependent questions (and responses) that best translate into text-based writing aligned to the module assessments; all driving toward the key understandings of the text.

Jul 30, 2020 to Apr 30, 2021 - Teachers and Coach

Regularly scheduled clusters dedicated to planning, observations, and analysis of student work

Jul 01, 2020 to Jun 21, 2021 - Cluster lead and Teachers

Teacher peer observation of practice, coaching, and data conversations between teachers and students

Aug 24, 2020 to Apr 30, 2021 - Teachers

PD on using the menus for enrichment and differentiation, goal setting conversation with students, and embedding SEL instruction into the daily routines

Aug 24, 2020 to Apr 30, 2021 - PL Team Teachers SEL Team

Strategy 2

Study and understand how clusters connect to the major works of the grade, supporting, and additional standards within the grade level.

Aug 24, 2020 to Apr 30, 2021 - Teachers; Coach

Use the coherence map to study and deeply understand coherence across grade levels by studying progressions of concepts within the major work.

Aug 24, 2020 to Apr 30, 2021 - Teachers; Coach

Use knowledge of coherence to study Eureka Math modules to analyze and annotate connections across concepts articulating connections across Eureka models that provide conceptual understandings for students to build on models (tape diagram, number bonds, place value chart, etc.)

Aug 24, 2020 to Apr 30, 2021 - Teachers; Coach

Use knowledge of coherence within and across grade-level standards including supporting and additional standards to differentiate and adapt whole group instruction, identifying appropriate scaffolds and extentions using the Eureka Math Curriculum.

Aug 24, 2020 to Apr 30, 2021 - Teachers; Coach

Teachers use the coherence map (wiring document) within/across grade-level standards including supporting & additional standards and MAP data to plan for small group instruction.

Aug 24, 2020 to Apr 30, 2021 - Teachers; Coach

Teachers will consistently differentiate and scaffold whole group instruction using the coherence map (wiring documents) and MAP data adhering to the appropriate aspect of rigor of the standard.

Aug 24, 2020 to Apr 30, 2021 - Teachers; Coach

Teachers will consistently implement small group instruction aligned to CCSS of Eureka module by utilizing coherence map (wiring document) to understand standard coherence and connections.

Aug 24, 2020 to Apr 30, 2021 - Teachers; Coach

Strategy 3

Teachers will understand the progression of the Common Core Foundational Skills standards in order to determine an appropriate scope and sequence for Skills small group instruction.

Aug 24, 2020 to Sep 07, 2020 - Primary Teachers Coach

Teachers will be able to analyze Begininng of the Year data, Mid Year Data, and each End-of-Unit assessment data to determine which skills to teach students

Aug 24, 2020 to Apr 30, 2021 - Teacher Primary Team

Teachers will create differentiated small group skills lesson plans using a variety of resources based on student need and determined through data analysis.

Aug 24, 2020 to Apr 30, 2021 - Teachers

Teachers will engage in a data cycle analysis process for each unit to ensure that small group instruction is tailored and adjusted to students' needs.

Aug 24, 2020 to Apr 30, 2021 - Teachers

Teachers will create and utilize strategic progress monitoring tools for weekly small group skills instruction. Teachers will analyze data from weekly skills small groups to inform next instructional steps and make adjustments to group plans based on students' progress.

Sep 07, 2020 to Apr 30, 2021 - Teachers Coach

Teachers will consistently deliver and instruct on all components of a Skills small group lesson Leaders will utilize observation tool to calibrate on high-quality Skills small group instruction.

Aug 24, 2020 to Apr 30, 2021 - Teachers Coach

Strategy 4

MTSS Team facilitates training and regular practice with PSP (problem solving process)in all meetings

Aug 24, 2020 to Apr 30, 2021 - Team Lead Teachers ESPs

Instructional Staff provide culturally relevant, high quality, standards-aligned, differentiated Tier 1 instruction-Academic & SEL

Sep 07, 2020 to Apr 30, 2021 - Teachers

MTSS Team creates a clearly defined menu of Tier 2 and Tier 3 interventions - Academic & SEL

Aug 24, 2020 to Sep 07, 2020 - MTSS Team

School-based Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs

Aug 24, 2020 to Apr 30, 2021 - MTSS

School defines internal criteria to identify students that may need interventions (data points)

Aug 24, 2020 to Sep 07, 2020 - MTSS Team

School-based Teams discuss and monitor individual students and interventions

Aug 24, 2020 to Apr 30, 2021 - MTSS Team

Administration recruits diverse Instructional and SEL core teams (content areas, counselors, etc)

Aug 24, 2020 to Sep 07, 2020 - Admin

Administration provides data access to entire staff on key aspects of MTSS

Aug 24, 2020 to Sep 07, 2020 - Admin

MTSS Team invites and relies on feedback from staff to determine Menu of Interventions (i.e.,learning pathways & talking circles) that are classroom-based and school-wide

Aug 24, 2020 to Sep 07, 2020 - MTSS Team

MTSS Team determines in-house Tiering Criteria

Aug 24, 2020 to Sep 07, 2020 - MTSS Team

MTSS Team communicates MTSS-related outcomes to all stakeholders (Teachers, Parents, After school partners)

Aug 24, 2020 to Apr 30, 2021 - MTSS Team Teachers and STaff

All School-based Teams clearly define their purpose, roles, and have a consistent meeting schedule

Aug 24, 2020 to Sep 07, 2020 - MTSS Team

MTSS Team and Administration identify key data points and data sharing and build structures conducive to PSP

Jul 01, 2020 to Sep 07, 2020 - MTSS and Admin

Strategy 5

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.

Aug 24, 2020 to Sep 07, 2020 - MTSS Team Teachers SEL Team

School-based Teams develops a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions

Aug 24, 2020 to Sep 07, 2020 - MTSS Team SEL Team Teachers

Administration and MTSS Team establish and continually evaluate community partnerships to support MTSS Implementation (i.e. providing Tier 2 or Tier 3 supports)

Jul 01, 2020 to Aug 24, 2020 - Admin MTSS team

School-based Teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning

Jul 01, 2020 to Apr 30, 2021 - Admin MTSS team

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.

We use the NWEA and the State assessment as a comprehensive needs assessment to determine the achievement of students.

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

We augment our curriculum, cycle of interim assessments, and use ed tech tools to advance levels of 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.

We use personalized learning framework to strengthen the core academic program. Students co-design their learning path with teachers to ensure student voice. Students decide on what vetted resources to use to strengthen learning alongside of their teachers.

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).

We use innovative teaching methods that include a multi-tiered system of supports (interventions)

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

We partner with AUSL and the Residency program, TFA, and CPS Taleo platform, and CPS job fairs to attract high-quality, highly-qualified teachers

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.

Cluster Meetings led by teacher leaders, Professional development by consultants and organizations (Dr. Carry, ANet, AUSL, LEAP, Elevate, IXL, Achieve 3000)

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

Literacy Nights, Math Night, Personalized Learning Night, Curriculum and Assessment Night, Night at the Museum, STEAM Night and Student-led conferencing

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

PreK has a manual for parents that includes information on transitioning from Early Childhood programs. The program

---

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

There are varies teams that will help with decision making: MTSS, SEL, PL, Primary, ELA, and Math Teams

---

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

Students will receive a menu of options that will have specific interventions listed for students with difficulties can access. There will be a progress monitoring calendar for all students. Students will access their ed-tech tools where they will be working towards proficiency.

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.

Applications will be completed for all programs and their will be a lead in place for all programs.

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.

Prior to the development of the plan of the policy, we will collaborate with the PAC officers using the school meetings as a platform prior to the organizational
meeting in the Fall.September 15, 2020 or October 6, 2020

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 Principal Annual Meeting will be held in the fall and Organizational PAC meeting will be in the fall.September 15, 2020 or October 6, 2020

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

Monthly PAC meetings, on-going suggestion box/virtual survey in parent room or online where principal will receive suggestions each month prior to the PAC meeting. Principal
or designee will respond to the suggestions/questions/concerns during the monthly meeting.

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.

We will provide information regarding curriculum, assessments, proficiency levels students are expected to achieve at the beginning of the year and during each quarter. We will have a calendar of events which will include a math night, literacy night, curriculum and assessment night. Parents will have the option to attend in person and/or receive information via email.

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.

If there is a teacher who is not highly qualified, parents will receive a letter stating the teacher, their qualifications, and plan for becoming highly qualified at the beginning of the year for 4 consecutive weeks. Every effort will be made to ensure that all students are taught by highly-qualified teachers. In the event that a teacher is not meeting highly-qualified
standards,

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.

In order to provide constant feedback to parents about the overall growth of students, Teachers will update their grade books, and ed tech information weekly so that parents have access to the data also if there is a concern regarding progress, teachers will send home notification to parents explaining the intervention plan for the student. Also teachers will continue to send home weekly newsletters that highlights requirements. Teachers will also make themselves available via email, phone, in person, or virtual meeting.

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.

Curriculum is accompanied with parent guides on how to help their child with different curriculum components these will be sent home to parents and/or emailed. . Any additional information that the school will receive regarding training or school provided training will be sent home with students and an email blast for parents.

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.

There will be an introduction to how the school will involve parents as partners before starts. The information will be updated in our staff handbook and added to our opening staff PD session. Staff will receive a volunteer handbook that includes ways in which parents can be involved in our school. They will also be given suggestions for successfully partnering with our parents to ensure a successful school year for our students. We will use the Elevate personalized learning plan to ensure that all staff are on board with parents and family members as partners.

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.

Stagg has a partnership with the Office of Early Childhood. We currently have a full day PreK program and a 1/2 day program. Parents are required to attend all activities up 20 hours for the school year that will include participating in the PAC monthly meetings. There will be specific activities on the calendar that parents can engage with their students. There is also a PreK Teacher leader that will be collaborating with staff and parents weekly via email, newsletters, and in person visits.

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.

The PAC president will work with the school clerk assistant/designee to ensure that all activities are updated on the parent school calendar monthly and sent
home with all students and via email highlighting all meetings and other important dates in in a language that is understandable.To ensure parent involvement, we will engage families in the following activities:

Continuation of the PAC which will provide opportunities for training: Family literacy and math nights, ongoing opportunities to volunteer and review feedback from the My voice, My School Survey, Student progress and talent will also be highlighted through assemblies and other activities.

Policy Implementation Activities

[ ] **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)

I don't have an active LSC.

School-Parent Compact (Complete)

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

We deliver standards based instruction with a personalized experience and we do it with CARE every day. We prepare our students today for success
tomorrow. We see our students exemplifying the academic, social and emotional skills needed in order to be successful in a career of their choice and in life.

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.

Formal Parent-Teacher conferences will be held in the fall and spring. Teachers will also be available to discuss student progress virtually. Parents will have the opportunity to speak with all teachers regarding their child's progress. Parents of students who are in need of intervention will be encouraged to attend a parent conference. Information regarding student intervention will be mailed or emailed home if parents are not able to attend. We will also host student led report card conferences in the 2nd and 4th quarters.

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

Parents will receive Know Your Numbers report bi-weekly and granted access to aspen grade book to keep track of student's progress. Parents will also be encouraged to follow their child's academic and behavior progress on Dojo and on Ed tech tools (IXL and Lexia). Also teachers will send information via newsletter

and also updates on how student's have progressed after each assessment. Teachers will be available for virtual meetings and in person meetings for discussion of student progress weekly.

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

Parents will receive a welcome packet at the beginning of the year that includes staff office hours and contact information, student and parent handbook, volunteer opportunities, and school supply list. Parents are welcome at Stagg. Parents will be directed to the Office to obtain a Visitor's Pass before proceeding to the classrooms.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents may obtain a Volunteer Packet from the Main Office/Ms. David if they are interested in volunteering. This packet provides detailed information on the
process for applying and ways in which they can participate. Parents may volunteer through CPS volunteer.org. A computer will be provided via parent room
for parents to sign up or at the security desk. School will house a volunteer sign-up sheet in the main office that parents will be allowed to sign-up on after they have been cleared
by CPS to volunteer. Parents will follow the standard volunteer format as set forth by the school across all classrooms.

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

Parents are requested to support student learning by: 1) ensuring that their child is in school every day, on time; 2) ensuring that their child completes all
homework every day or working towards work completion from the learning menus ; 3) ensuring that students wear uniforms every day; and, 4) participating in as many parent events, as possible, (5) volunteer 6) Join PAC and attend at minimum one PAC 7) Complete any family activity with student

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 are welcome to attend all PAC and LSC meetings. Parents are welcome to consult with the school for any concern. There is a parent letter located at the security desk with times that are open to discuss with admin any concerns. There will be a suggestion box and survey.

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 are asked to take responsibility for their education in the following ways: by coming to school every day, on time; completing all classwork and
homework; actively participating in class; wearing uniforms every day and participating in after school and sports programs. Have students to demonstrate
their growth to parents during non-report-card pick-up distribution. We also want students to show CARE each day.

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.**
>
> Consistently engage parents and build the teacher-parent trust.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$213.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$525.00
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)	$500.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$1000.00
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.	$212.00
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.	$252.00